AMERICAN INDUSTRIAL REVOLUTION UNIT AT A SEVENTH GRADE READING LEVEL FOR INDEPENDENT STUDY

Kendall Lynn Micco  
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AMERICAN INDUSTRIAL REVOLUTION UNIT AT A SEVENTH GRADE READING LEVEL FOR INDEPENDENT STUDY

A Project

by

Kendall Micco

Approved by:

__________________________________, Committee Chair
Elisa Michals, Ph.D.

__________________________________
Date

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Student: Kendall Lynn Micco

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______________________, Graduate Coordinator
Deidre Sessoms, Ph.D.                   Date

Department of Teacher Education
Abstract

of

AMERICAN INDUSTRIAL REVOLUTION UNIT AT A SEVENTH GRADE READING LEVEL FOR INDEPENDENT STUDY

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Statement of Problem

While working at Charter School X, an independent study school, I found that the majority of 11th grade U.S. History students read at a seventh and eighth grade level. Students had difficulty with comprehension, engagement, and retention of the textbook that was written at an 11th grade reading level and meant for a traditional high school classroom. Thus, I designed a month long unit on the American Industrial Revolution written between a seventh and eighth grade reading level and created lessons for independent study to increase interest, understanding, and retention.

Sources of Data

I used numerous sources to create the lessons, such as various U.S. History textbooks, primary sources, and the Library of Congress.

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Conclusions Reached

The American Industrial Revolution unit helped 11th grade U.S. History students at a seventh and eighth grade reading level with comprehension, engagement, and retention. Since the assignments and resources were written at the students reading level and included activities designed for independent study, students were able to understand the academic material and had the motivation to deepen their learning. Students completed the four-week long independent study unit and gained a greater understanding of the material.

__________________________, Committee Chair
Elisa Michals, Ph.D.

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Date
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Chapter 1

INTRODUCTION

Purpose of the Study

Background of Study

Independent study stemmed from alternative education. Alternative education coincided with the emergence of the public education system in the 1830s. As long as there has been public education, people have looked for other methods of schooling to fit the needs of different types of students. While alternative education programs began with continuation and private schools, such as Bronson Alcott’s *The Temple School* in Boston in 1834 and Montessori in the later 1890s, they have now branched into many program types (Young, 1990). One type of program known as independent study grew out of continuation school and is now an increasing trend.

As California’s population became more diverse, more independent study education programs were established to meet the needs of various student populations; this trend continues today. In the 2001 to 2002 school year, 25,560 students were enrolled full time in California independent study programs. By the 2006 to 2007 school year, California’s 231 independent study schools enrolled 84,348 students. This was a 44.2% increase in just five years (Barrat & Berliner, 2009). Some students chose to attend independent study programs because they needed more flexibility in their schedules. For example, some students needed to work and/or had to take care of their families. Other students who chose independent education were behind in their classes and/or needed to make up credits and in addition some were at
risk and had dropped out of school. There were also students who wanted to be homeschooled in order to accelerate their education. Lastly, independent study met the needs of students with disabilities and/or non-traditional learning styles more successfully than traditional school (California Department of Education, 2010c). Independent study programs offered a flexible schedule that met the students’ needs in and out of school.

During this time period, each independent study school was designed and developed differently. Some schools were Western Association of Schools and Colleges accredited and others served as continuation schools. In addition, various independent study schools had college preparatory classes that enabled their students to attend four-year universities. There was a wide range of independent study schools that were labeled as “independent study” and yet served varying student populations in very different ways. Because there were so many types of independent study schools, they were not considered an actual school category according to the California Department of Education. Independent study schools were listed as an “approach” to teaching under the alternative education program. The “approach” allowed independent study schools more flexibility to meet the students’ needs.

**Problem Statement**

After beginning my current independent study teaching job at Charter School X, I quickly found that many of my students could not understand much of the curriculum in 11th grade U.S. History. When I asked them why they could not
comprehend the material, most had the same response: the textbook was too hard to read and did not have guidance from a teacher on how to analyze it. A majority of the students were below grade level reading. Also, lesson plans for students and teachers were not provided to act as guides with the material for U.S. History. Thus, students in an independent study environment needed the academic materials to be accessible and at their reading level in order for them to be successful in the U.S. History course. Because the students were reading below grade level, the traditional textual materials used in regular classrooms tended to address independent study students in a way that increased their frustration levels. Students needed accessible material for understanding and analytical comprehension to be consistent with state standards.

**Significance of Study**

This project made the U.S. History material more accessible to students in an independent study environment. My students read the material with higher comprehension through written resources at their reading level with lesson plans made for an independent study. The materials met the required California State Standards at the 11th grade level standards for 2010. At Charter School X for the 2010-2011 school year, there were forty-seven 11th graders and twenty-six 12th graders who were currently enrolled in U.S. History. The majority of these students were at least three or four grade levels below the 11th or 12th grade reading level. The average U.S. History student at Charter School X was in seventh grade. Thus, the curriculum and resources for U.S. History needed to be made accessible to them. For this project, I wrote the
resources for a unit on the Industrial Revolution in America accompanied with interactive lesson assignments designed for independent study at a seventh grade reading level.

**Methodology**

This project enabled the U.S. History students at Charter School X to have more accessibility to the material required by the California State Standards. To do this, I wrote the materials/resources at the students’ reading level. The students’ reading level was based on the tiered English program Charter School X used which corresponds to certain grade levels: Edge A, third to fifth; Edge B, fifth to seventh; and Edge C, seventh to ninth grade reading level. The students’ reading levels were based on a diagnostic reading test through the Northwest Evaluation Association that was given upon enrollment (J. Groen, personal communication, November 10, 2011). The resources and lessons were written at a seventh grade reading level based on the majority of students’ reading scores which fell between the fifth and ninth grade reading levels.

In addition, the lesson assignments were completed at home because it was an independent study school but still used different modes of learning. For example, some of the lessons included watching videos, listening to audio recordings, and hands on activities. The students also were required to use primary sources. The primary sources included explanations in the captions and secondary sources that enhanced students’ learning.
The project was a month long unit and the teachers assessed the students through an ending project and essay. The teachers monitored the students throughout the unit by the homework assignments turned in and take home quizzes. The supplemental materials that students read were similar to a textbook because the material explained the history and used primary sources. However, the unit was adapted to fit an independent study environment and the students’ reading levels.

**Limitations**

This project only covered one unit of 11th grade U.S. History on the American Industrial Revolution. Thus, there is still a need for more sources to be written at the students’ reading levels with matching lesson plans. While the lesson plans were material specific on the Industrial Revolution, many of the ideas and activities used in the lesson plans could be adapted to enhance the students’ learning throughout this U.S. History course.

Additionally, this project used the average reading level of the students: it was not tiered by reading level. There were students for whom the rewritten sources were at a reading level that was either too low or too high, yet, because the sources were written at the average of the students’ reading levels, the majority of students’ needs were being met. Another limitation might be that these academic materials were not college preparation approved and therefore could not be used for students who plan to attend four-year state universities, University of California, or private colleges. Still,
many of these materials could be used as supplemental materials in combination with the college-approved curriculum.

The lack of technology available to the students in their homes also created limitations. Some of the students at Charter School X had computers and access to the Internet at home, but many did not. Since Charter School X served a largely low-income population, most students could not afford those luxuries at home. Charter School X did provide computers and the Internet to students if they were physically at the school. However, many students had difficulty getting transportation to the school. Thus, to meet the needs of all the students, this unit did not include assignments that required computers or the Internet.

**Definition of Terms**

*Accessibility:* Special Education Literature commonly uses the term accessibility. In this project, accessibility describes how students can understand and analyze the material because it is available at their reading level with supplemental activities.

*Alternative Education:* Alternative schools and programs of choice must meet the same standards for curriculum, instruction, and student performance as traditional schools, but they meet these objectives by offering a different structure, learning philosophy, or academic emphasis. This enables them to accommodate
different student needs, interests and learning styles, and foster student engagement and achievement. (Department of Education, 2010a, para. 1)

*Independent study*: alternative public education meant to meet students’ needs, interests, and learning styles while still meeting their school districts’ curriculum and graduation requirements. The students have an individualized learning plan that guides their education, and the students can complete assignments at any time, pace, or place that conforms to the plan (Barrat & Berliner, 2009).

*WASC*: The Western Association of Schools and Colleges (WASC), a 501(c)(3) organization, is recognized as one of six regional associations that accredits public and private schools, colleges, and universities in the United States (WASC Accrediting Commission for Schools, 2011).
Chapter 2

LITERATURE REVIEW

Introduction

Independent study schools developed to meet the needs of various students. The independent study program has always been beneficial for students who had children, work, had more success in a smaller learning environment, and those with behavioral “issues”. While independent study schools had accelerated students in their programs, the majority of students came to independent study because they were not successful in a traditional classroom setting. A major reason that many students were not successful was that their reading level was lower than the academic material provided by their schools. Linderholm found a strong relationship between textbook readability and comprehension (Linderholm et al., 2000). When the academic material provided to students was at their readability level, they had higher comprehension, understanding, and retention. Other factors that influenced student’s learning were prior knowledge, interest, various teaching strategies, and motivation (Paul & Verhulst, 2010). Text at the students’ readability levels and the other factors created a comprehensive unit that met the needs of students in 11th grade United States History.

Continuation Schools in California

Continuation schools in California have traditionally allowed teachers and schools to modify the teaching strategies to meet the needs of the students. California began using continuation schools in the early 1900s. This practice started as a way to
allow students, 16 years and older, to have more flexibility in their schedules for their education (Hill, 2007). At a time when many students needed to work to help support their families, especially during the Great Depression, continuation schools allowed students to work and complete their education instead of dropping out. Continuation schools also met the needs of students who were more successful in smaller classrooms, wanted to focus on math and English, or those who wanted vocational training. In the 1970s, California created community day schools and county-run schools for students with behavioral “issues,” i.e. expelled students. With the use of community day schools and continuation schools, California began utilizing independent study as a short-term and long-term solution for many of these students (Hill, 2007).

In 2010, California used four main types of alternative education to provide options for middle and high school students whose needs were better served through a nontraditional school environment: continuation schools, community day schools for students with behavioral issues, county-run community schools, and independent study schools (California’s Continuation Schools, 2008). Between 10% and 15% of high school students attended one of these continuation programs each year in 2007 (Hill, 2007). In the 2005/06 school year, the Alternative School Accountability Model (ASAM) system estimated that 116,551 students in California attended a type of continuation school (California’s Continuation Schools, 2008). This number was much higher in 2010 and the California Department of Education approximated this
number to be about a half million students for the 2009/10 school year (California Department of Education, 2010d).

Continuation schools served the same purposes in the California education system in 2010 as they did in the early 1900s and 1970s. The schools served students who needed a more flexible approach to their education, students whose needs were not met through a traditional classroom setting, and students with behavioral issues. Because these students were not in a traditional classroom with a teacher every day, the students needed to be able to access the academic material without the guidance of a teacher.

**Independent Study Schools and Student Population**

Independent study schools, another type of alternative education, have been an increasing trend over the past decade. In the 2001/02 school year, 25,560 students attended independent study programs in California. In the 2006/07 school year, this number rose to 44.2% with 84,348 students attending independent study programs (Barrat & Berliner, 2009). The number of independent study schools will increase as class sizes continue to grow, funding is cut, second language and special education support becomes limited (Barrat & Berliner, 2009).

Independent study has traditionally been offered for students from kindergarten through 12th grade, and also for those in adult school who are working towards their high school diploma. In addition, independent study schools’ programs must follow the district-adopted or state accepted curriculum. A written agreement signed by the
student, teacher, parent, and other relevant adults has governed the students’ work (California Department of Education, 2010b).

An independent study environment has met the various needs of students who were not succeeding in a traditional school setting. With 30% of California students never graduating from high school, independent study programs have sought to decrease that number by providing flexibility. Independent study has been designed to serve a diverse population of students while making it possible for students to stay in school with the ultimate goal being graduation from high school (California Department of Education, 2010c).

Many students have chosen independent study because of their personal situation, such as being a caretaker or having a job. Independent study has allowed students to have a flexible schedule and thus get their education but on their time frame. Students could work, take care of their children or brothers and sisters, and do their homework on their own schedule.

Independent study has served a large and diverse population of California’s students. Typical students included those with credit deficiencies, health problems, teen parents, working students, students with behavioral issues, special education, and students who needed to move more slowly through courses or students who wanted to accelerate their studies (California Department of Education, 2010c). No statewide percentages were available for students of these categories who attended independent study.
Throughout the state of California, 10% to 15% of high school students attended independent study, which comprised approximately 85,000 students in 2007. Of those students, 44.4% of independent study students were white Americans compared to 32.9% in traditional public schools in California. In addition, 36.4% of independent study high school students were Hispanic compared to 43.5% in traditional schools, 3.6% of independent study students were Asian with 12.7% in traditional schools, and 8.7% of African American independent study students compared with 7.8% of students in traditional schools. The last 6.9% of independent study students were comprised of American Indian/Alaska Native and students who were more than one race or who did not respond (Barrat & Berlinger, 2009).

Other demographics available may support some of the reasons why students chose independent study. In 2007, 54.6% were female independent study students with 49.3% in traditional high schools. Three and one-half percent of students were English Language Learners compared to 7.8%. Socioeconomically disadvantaged students were 14.3% of the independent study population, which was much less than the 39.9% in traditional schools. Lastly, 2.6% of independent study students had disabilities compared to 7.8% (Barrat & Berlinger, 2009). While these numbers were from 2007, the percentages were unavailable for 2010.

Because these students were not in a traditional classroom with a teacher every day, the students needed access to the academic material through resources at their reading level.
Charter School X

Students at Charter School X did not fit the typical model of an independent study school. Consequently, their reading materials for the unit on the American Industrial Revolution had to be written at their reading level for more comprehension, and the materials needed to be in packet form so that assignment due dates were clear. Charter School X was newly adopted by W Unified School District. This charter was a part of Charter School Y under Pacific Charter Institute until Spring 2010 when it became an independent charter school within the W Unified School District. Charter School X was an independent study school that served students mainly from a rural and low income area. Like many independent study schools throughout California, Charter School X taught students from kindergarten to 12th grade. Students were held to the same standards as traditional California public schools. Students had to pass the High School Exit Exam and take the state mandated STAR testing in the spring. In addition, students did graduate from Charter School X and get their diplomas. The school was currently applying for its Western Association of Schools and Colleges accreditation so that students could attend University of California, California State Universities, and other four-year universities.

In addition to the scholastic standards, Charter School X served the typical types of students who attended independent study as discussed by the California Department of Education. Charter School X served students with credit deficiency, health problems, teen parents, working students, students with behavioral issues,
special education students, and those students who needed to move more slowly through courses or who wanted to accelerate their studies. The majority of students that they served comprised the following categories: those with credit deficiencies, students with disabilities or an Individualized Education Program, teen parents, those with behavioral issues (i.e. juvenile hall and/or expulsion), and working students, for a total of 216 students. Of these 216 students, 57% were female students and 43% were male students. Hispanic students made up 52% of the population, and Caucasians 42%, while all other ethnicities made up less than 1% of the overall population. In addition, 5% of the Charter School X students were identified as Special Education students. Twenty-five percent of the students at Charter School X were English language learners. The majority spoke Spanish. Seventy-two percent of the students were in high school. All high school students scored between the 25th and 49th percentile in their initial reading assessment. The students clearly struggled in reading. Overall, Charter School X served many students who struggled in the traditional school setting behaviorally, academically or in both areas.

**Reading Level and the Textbook**

Many Americans have not been at a proficient reading level. The National Adult Survey in 1993 from the National Center for Educational Statistics estimated that 21% of the adult population (40 million Americans older than 16 years old) were at the rudimentary level, or, in other words, at or below a third grade reading level. Another 25% of the adult population or 50 million Americans were in the Basic
reading level, at or below a seventh grade reading level (DuBay, 2007). In 2003, the National Assessment of Adult Literacy found that 5% of American adults were illiterate, and 29% had only basic reading and math skills; illiterate Hispanics were at 35% in 1993 and increased to 44% in 2003 in both English and Spanish (DuBay, 2007). The average adult in the United States read at an eighth grade level and the average high school drop-out read at a third-grade level (DuBay, 2007). The Alliance for Excellent Education pointed out that 8.7 million secondary students—one in four—were unable to read and comprehend the material in their textbooks (Gallagher, 2010). These insufficient reading levels could also lead to other problems outside of school.

Low reading levels have created problems in many American’s lives. For example, in 1999, Tampa General Hospital of South Florida paid a $3.8 million settlement to a group of women who had signed a consent form that exceeded their reading level (DuBay, 2007). The consent form was at their frustration reading level and as a result they could not knowledgably consent. This study also found that 107 instructions for how to install a car seat were written at a 10th grade-reading level and were too difficult for 80% of adult readers in the United States and that 79% to 94% of all car seats were used improperly according to the National Highway Traffic Safety Administration in 1996 (DuBay, 2007). As William Dubay stated, “When texts exceed the reading level of readers, they usually stop reading” (2007, p. 3). Obviously, the consent form and the car seat instructions were written at the wrong the reading level
to reach the majority of the population. The readability of the text made a difference in comprehension and engagement.

Students’ textbooks should be written at their reading level in order to increase the success of comprehension and the ability to analyze the material they had been learning. Texts written at the students reading level were a step to better their comprehension and engagement that not only helped them with their education but also has wider implications for life after school too. Tyree, Fiore, and Cook (1994) warned that “textbooks are not designed for the below-average or even the average reader, but for the above-average reader” (Harniss, Dickson, Kinder, & Hollenbeck, 2001, p. 130). Having a readable textbook for students was essential to their comprehension especially in independent study since there was not a teacher to guide them through the text. Reading skill and a person’s reading level “consists of several components: the ability to comprehend, retain, and integrate text information accurately” (Cain & Oakhill, 2007). These skills were hindered when the text was too difficult. Linderholm et al. (2000), devised a study in which they revised an original, difficult text by adding connections between events, inserting inferential questions, and lowering the text’s reading level. The researchers found that less-skilled readers’ recall and comprehension for events in the revised version of the text was approximately the same as more-skilled readers’ recall and comprehension for the events in the original version of the difficult text (Linderholm et al., 2000).
In another study done by the military at the Sampson Air Force Base in New York and the Chanute Air Force Base in Illinois, researchers used 989 male Air Force enlistees in training to evaluate their reading comprehension level. The researchers had these men read varying versions of the same text (Klare, Mabry, & Gustafson, 1955). The researchers used the Flesch Reading Ease, Dale-Chall, and the Flesch Level-of-Abstraction formulas to rate the texts as Easy (seventh grade), Present (12th grade), and Hard (16th grade). Though simplifying the documents and changing the style, researchers retained the same technical vocabulary and did not change the important content. The study found that there was an 8% increase in comprehension with the Easy text compared to the Hard text. “The more readable versions resulted in greater and more complete comprehension, greater amount read in a given time, and great acceptability” (Klare et al., 1955, p. 101). When a text was at a person’s reading level, their comprehension and active reading with the text increased.

In a study comparing Gickling and Armstrong’s research and Treptow, Burns, and McComas (2007), the study confirmed that students comprehended the most information at their instructional reading level as opposed to their frustration level or independent level without instruction. If the textbook was too difficult for a student, just like the military documents, the students would have a lower comprehension because they were concentrating on reading the text versus understanding the main points of the academic material.
Historic Readability Studies and Formulas

Readability of texts has been studied for decades to have grade level texts in education. Texts were graded based on a number of factors. Readability formulas were comprised of components that made the text a certain level and these formulas were constructed with varying factors to grade textbooks, literature novels, and other reading materials. The oldest way to grade a text was through leveling. In leveling, the text’s vocabulary, content, word length, word frequency, and sentence length were examined (Linderholm et al., 2000). Three methods had been used to level texts. R.P. Carver (1975) used qualified raters to level texts. H. Singer created the Singer Eyeball Estimate of Readability (SEER), which used two SEER judges to rate the text against two scales. Jeanne Chall made a teacher friendly method that allowed a person to compare the text to various passages to level the text (DuBay, 2007). The goal of these three methods was to use various factors to ensure the correct level of texts. These methods provided teachers with leveled texts to assist their students with learning and reading comprehension.

In addition to these subjective studies in readability, researchers used vocabulary-frequency lists to level texts. For example, R.A. Rubakin in Russia made a comprehensive vocabulary list compiled of 1,500 frequently used words to rate a text and help adult literacy in 1889 (DuBay, 2007). While Rubakin’s probably would have been the first readability formula, E.L. Thorndike, with help from Sherman and Kitson, created the Teachers’ Word Book in 1921, which was the first comprehensive
list of English words based on their frequency. Thorndike used Rubakin’s research to bring the idea to America that one could level a text based on matching word counts. His book initially listed 10,000 words by frequency and then revised the list in 1932 to include 20,000 words. He wrote another with Irving Lorge which included 30,000 words (DuBay, 2007). Thorndike’s research was the basis for the first readability formulas.

In 1981, Edgar Dale and Joseph O’Rourke published *The Living Word Vocabulary: A National Vocabulary Inventory*. This was based on Thorndike’s research and their own study over a 25 year period, which included the grade scores of 44,000 words (DuBay, 2007). “For the first time, it gave scores for each of the meanings a word can have and the percentage of readers in the specified grade who are familiar with the word” (DuBay, 2007, p. 45).

In addition to using vocabulary lists to grade texts, readability formulas also leveled texts. Lively and Pressey (1923) wrote an article that featured the first children’s readability formula: “In each count of a thousand words, it measured the number of different words, the number of words not on the Thorndike list of 10,000 words, and the median index number of the words found in that same list” (DuBay, 2004, p. 47). Lively and Pressey discovered that the median index was the main factor for the difficulty of vocabulary used in texts. The higher the median index number, the easier the text was; the lower the median index number, the harder the text was (Dubay, 2004).
Through using Lively’s and Pressey’s formula, other researchers began to create new readability formulas. In 1928, Mabel Vogel and Carleton Washburne were the first researchers to study the structural characteristics of the text and to use empirical evaluation of the text (DuBay, 2007). They eventually chose four factors to include in their formula: kinds of sentences, prepositional phrases, word difficulty, and sentence length. Vogel’s and Washburne’s Winnetka formula influenced new studies into readability formulas. For example, Patty and Painter, in 1931, found that sophomore year of high school was the most difficult, so they developed a formula to measure the difficulty of textbooks based on Thorndike’s list and the number of different words in the text (DuBay, 2007). In addition, all these studies have shown those students’ comprehension scores correlated with the difficulty of the text (DuBay, 2007).

Stricter standards for readability formulas began in 1934 to increase the accuracy of leveling texts. Edgar Dale and Ralph Tyler designed their own readability formula to determine the factors that effected children’s and adult’s comprehension. Another researcher who helped to create the Readability Laboratory of the Columbia University Teachers College, Lyman Bryson, also taught Lorge and Flesch, who became integral players in the readability formulas of today. Lorge researched the frequency count for a word’s meaning instead of the frequency for the word’s use. Also, his formula included average sentence length in words, number of prepositional
phrases per one hundred words, and number of words not considered difficult that were not on the Dale list.

Flesch furthered the development in Lorge’s readability formula by adding other variables. Those new parts of the formula looked at the number of syllables and the number of sentences in a one hundred-word sample. Flesh’s additions to the formula also predicted human interest based on the amount of personal words, such as pronouns and names, and personal sentences, such as quotes, exclamations, and incomplete sentences (DuBay, 2007).

In addition to these researchers, William Gray in the 1930s created the first standardized reading tests with leveled texts and the Dick and Jane readers (DuBay, 2007). He focused his readability formula on 228 factors and organized them under four headings: content, style, format, and features of organization (DuBay, 2007). Schools still used these readers in classrooms in 2010. The overall research from the late 1800s to 1950 established the two main factors usually used in readability formulas: semantic measures, such as the difficulty of the vocabulary, and syntactic measures, such as the average sentence length (DuBay, 2007).

Gray’s work stimulated many other researchers to find the perfect formula that was easy to use and accurately leveled texts. However, there were a few problems with readability formulas because they were not comprehensive in many researchers’ views (Flesch 1949, 1964, 1979; Klare 1980; Dale 1967; Fry 1988), according to DuBay (2007). These researchers believed that readability formulas could be used as
guides to level academic material but other factors, such as organization, content, coherence, and design, needed to be included to accurately level the texts (DuBay, 2007).

The Current Readability Studies and Formulas

The current readability formulas used prior research to create much more comprehensive formulas that leveled texts more accurately. The major new readability studies were categorized as a community of scholars, the Cloze test, reading ability, prior knowledge, interest and motivation, and reading efficiency, measurement of content, text leveling, producing and transforming the text, and new readability formulas (DuBay, 2007). Reading ability, prior knowledge, interest and motivation, and reading efficiency will be covered in the next section.

Wilson Taylor developed the Cloze test in 1953 based on how words relate to one another. This differed from classic readability measures since it assessed the frequency of vocabulary words. Cloze testing theorized that readers could add missing words as they improved their reading skills (DuBay, 2007). For example, the readers were given a sheet of paper with missing words on it and they were required to add a word that fit correctly. Thus, readers were required to add the missing word and the percentage of words correct became their Cloze score.

The next development in readability studies was measurement of content. Measurement of content referred to coherence of a text and organization. Researchers in the 1970s began to study the idea that reading was mainly an act of thinking rather
than simply reading words and knowing vocabulary. The three major ideas from this period were, first, the meaning of a text came not just from the words but from the reader actively constructing the meaning by making inferences and interpretations; second, learning happened by linking prior knowledge to new information about a topic; and third, a reader used metacognition to form meaning (DuBay, 2007).

These three developments in the study of reading were exemplified by Kintsch, Kemper, Meyer, and Curley (DuBay, 2007). Kintsch in 1977 argued that readability formulas did not take into account the importance of the readers’ interaction with the text. His largest contribution was studying the importance of coherence in texts and how readers’ comprehension improves with good organization. Susan Kemper in 1983 wanted to explain how comprehension developed through metacognition, so she argued while sentence length and vocabulary did indicate information about comprehension, these were only one way to level texts. Through cognitive processes, educators and researchers could level texts accurately. In addition to Kemper, Bonnie Meyer worked on using organization as the measurement of readability and found that textual coherence was the most important factor for learning and comprehension; the works of R.C. Calfee, R. Curley built on Meyer’s research by focusing on the structure of a text (DuBay, 2007). With the work of these researchers, readability formulas turned to look at readers’ inferences, the interaction between the reader and the text, and the structure of the text.
Current readability measures questioned the previous formulas and saw a need to develop better measures. For instance, the four Coleman formulas used the Cloze test to create higher correlations for leveling texts. Bormuth studied the factors of comprehension based on word recognition and decoding sentences with adult readers. From these studies, he developed 24 readability formulas many of which used between 14 and 20 variables (DuBay, 2004). In addition to the Bormuth studies, Fry (1963) created one of the most popular readability aids: the Fry Readability Graph. He emphasized throughout his career that just because a text was leveled at a 14, does not mean that it was appropriate for all 10th graders (DuBay, 2004).

In addition to these education researchers, the Army and Navy both designed their own readability indexes to level military materials to a level below tenth grade since they found that too many service men and women could not comprehend the important information because the texts were too difficult. The improvements in readability formulas and studies leveled texts more accurately by looking at many factors that made a text more or less difficult.

Readability formulas changed forever in the 1980s with the computer age. Computers could process more information about a text with an increased number of variables and statistics. For example, the program Writer’s Workbench contained “readability indexes, stylistic analysis, average lengths of words and sentences, spelling, punctuation, faulty phrasing, percentages of passive verbs, a reference on English usage, and many other features” (DuBay, 2007). In 2010, programs like
Microsoft Word, Stylewriter, and Corel WordPerfect, leveled texts so they could become more readable for the average person.

In addition to common computer programs, the Lexile Framework was another way of measuring readability. It used the average sentence length and average word frequency found in the *American Heritage Intermediate Corpus* to give a score between 0 and 2000 (DuBay, 2007). The score determined what level texts the student should read. The Lexile framework has been one of the most widely used readability formulas in schools today. The Lexile Book Database levels over 100,000 English and Spanish fiction and nonfiction books from more than 450 publishers (DuBay, 2007).

Readability began as a simple formula in the 1890s and by 2010 had become a complex but user-friendly method of leveling texts to meet a reader’s need to maximize comprehension. Leveled texts helped educators to choose reading material at their students’ level to increase understanding and comprehension. Readability formulas were used to choose texts for Kindergarten through 12th grade and college courses to ensure challenging and appropriate reading material for all students.

**Other Factors for Comprehension: Reading Efficiency, Prior Knowledge, Interest and Motivation**

Lowering the academic material to an appropriate reading level was only one part of helping students to comprehend the information. Other factors included reading efficiency, prior knowledge, interest, and motivation.

Students needed to be able to read the text fluently so that they could spend their time on the important information and could make connections with the concepts
and important ideas instead of spending time looking up too many words. A major problem existed when students had to look up words that had little to do with the key vocabulary required to understand the events. For example, in a sentence such as this about the American Industrial Revolution, “The workers in the labor unions had an abrupt rebellion,” The students had to know all the vocabulary to understand the sentence. While the important vocabulary was labor unions and rebellion, students had to know what “abrupt” meant in order to understand the sentence. There were no context clues to help readers know what “abrupt” meant and struggling readers would need to look the word up.

While it was essential to both challenge readers and include the necessary academic material, it was important to keep struggling readers focused on the crucial information by restricting words that did not add to the academic content. Students comprehended best when the material was at their instructional level instead of at their frustration or independent level (Treptow et al., 2007). If a student was at frustration level, he/she could not read fluently and comprehend the material. A student at instructional level could read fluently but had low comprehension. A student at an independent level could read fluently and for meaning. When students were at their frustration level, they spent their time trying to read instead of understanding and analyzing the content of the text they were reading. Students reading at their independent level without instruction and guidance did comprehend more than those at their frustration level but they still had difficulty analyzing the important material.
When reading at their independent reading level, students comprehended more than those reading at their instructional level (Treptow et al., 2007).

Accessing students’ prior knowledge was essential to helping students comprehend and analyze the academic material. Tapping into prior knowledge assisted students in relating the information they knew to the new material and enhanced their comprehension. Additionally, connecting prior knowledge to the new information helped students to analyze the material. In a study comparing students’ comprehension when prior knowledge was accessed and when it was not, Christian Tarchi stated, “history is about acquiring knowledge about facts from the past and causal relations between them. Therefore, the more facts the reader knows about a topic, the better he/she will understand a text concerning that topic” (2010, para. 26). It would seem to follow that the more related knowledge students had prior to learning a new topic, the more they would be able to comprehend.

Because students did not always have the same prior knowledge, teachers needed to provide enough review and information for the students to be able to apply their prior knowledge to the new material. As stated by Mark Harniss et al. (2001), “students come to school with differing background knowledge about historical concepts. Students who are at-risk for failure are especially likely to have less background knowledge than their peers” (p. 137). Therefore, a teacher needed to access the students’ prior knowledge and provide review for the students so that they could absorb the new material especially for the at-risk students.
In 1982, Read and Rosson tested the hypothesis that readers’ prior beliefs could distort the factual information given in a text (Lee, 2009). Students would also introduce nontextual information that related to their preexisting beliefs (Lee, 2009). Thus, it was even more important for teachers to access their students’ prior knowledge but include review to help keep the information accurate. If students successfully accessed their accurate prior knowledge, it allowed them to build their knowledge and then be able to analyze the material which increased their comprehension.

Interest level was another important factor that affected a readers’ comprehension. When students had interest in the reading material, the text became easier to read. DuBay (2007) stated “It also indicated that the readability of a text is more important when interest is low than when it is high” (p. 69). High school students could be very selective in what they wanted to read but did enjoy reading when they found a topic that they connected with (Snowball, 2008). When students had an interest in and enjoyed reading, they maintained interest in the topic, their retention was better, and their comprehension improved. When reading topics of interest, students could focus and thus read for comprehension: “Interest has been shown to influence reading skills in a number of ways. Sentences with high-interest content are more likely to be remembered in cued recall measures than low-interest sentences” (Anderson, 1984, as cited in Eidswick, 2009, p. 4). Other studies (Ainley, Hidi, & Berndorff, 2002; Ainley, Hillman, & Hidi, 2002; Hidi & Anderson, 1992; as
cited in Eidswick, 2009, p. 2) showed that interest assisted reading comprehension in two ways: first, individual interest that a person brought to reading helped him/her to focus on the learning task, and, second, the interest generated by the learning task itself (Hidi, 1990; Schraw & Lehman, 2001; as cited in Graham, Tisher, Ainley, & Kennedy, 2008). If students were curious about the topic, this curiosity carried over into their attention to the task at hand. Thus, students’ interests were a major factor that created focused learning experiences with reading.

While interest level was important for comprehension, there was some inconsistency on its necessity. For example, in numerous studies (Alderson, 2000; Ahser, Hymel, & Wigfield, 1978; Belloni & Jongsma, 1978; Bernstein, 1955; Stevens, 1980; as cited in Lee, 2009), reading comprehension was higher when native speakers had a high interest in the topic. Second language learners, on the other hand, had not shown improved comprehension when interest level in the text was increased. In 2006, a study by Joh (as cited in Lee, 2009) found that two second language learners with high and low interest levels in a topic did not differ significantly when asked comprehension questions. There were other factors that might have impacted these results. For example, second language learners and some lower reading level native speakers concentrated more on reading the material rather than reading for meaning and/or interest. Even though there was some inconsistency with how important interest was for second language learners, both native speakers and English learning students
would connect with the text more and stay focused if they were interested in the material.

The last major factor for reading comprehension was a students’ motivation. Students’ motivation could lead to more active reading for meaning. Anmarkrud and Braten (2009) argued that “Comprehension of challenging text seems to require not only cognition but also motivation” (para. 1). Motivation was necessary for students to not only comprehend the written information but to then be able to analyze it. While it was important for students to be able to recall facts and retain the information, it was essential in history for students to be able to analyze the information and make connections between events. Without motivation, students might not be as willing to spend the energy to read for meaning. Strommen and Mates (2004) stated, “when students do not perceive a need for reading, they essentially become nonreaders” (as cited by Paul, Verhulst, 2010, p. 134). Students who read for fun had higher reading scores than students who rarely read for enjoyment (National Center for Education Statistics, 2005, as cited in Gallagher, 2010). Thus, students needed to have the desire to read and have fun doing it so that they could improve their comprehension. Two essential questions for students were “Can I understand what I read?” and “Do I want to understand what I read and why?” (Anmarkrud & Braten, 2009). If these two questions were not answered, students did not have the motivation to read and their comprehension and analytical understanding decreased.
Strategies for a Successful American Industrial Revolution Unit

Numerous strategies existed for creating a comprehensive unit on the American Industrial Revolution geared toward students who were not at the 11\textsuperscript{th} grade reading level. Still, many teachers relied heavily on their history textbooks because they did not major or minor in U.S. History, did not have time to gather support material, or taught numerous U.S. History courses beyond their specialization (Ravitch. 2004). For example, some teachers were responsible to teach U.S. History and World History; the teacher must know about both American Reconstruction and the French Revolution in detail. With teachers not knowing everything about history, they relied on the textbook to fill in gaps in their knowledge.

In addition, the assigned textbook might be students’ sole source of information. For example, the National Assessment of Educational Progress (NAEP) surveyed history teachers asking how often their students read their textbook. According to the 2001 survey, 45\% of eighth graders read from their textbook daily and another 45\% did so once or twice a week; 44\% of 12\textsuperscript{th} graders read from the text daily and another 38\% did so once or twice a week (Ravitch, 2004). Thus, about 90\% of eighth and 12\textsuperscript{th} graders used their textbook at least once to twice a week. Additionally, “Tyson and Woodward report that 75\% to 90\% of classroom instruction is organized around textbooks” (Harniss et al., 2001). Clearly, the textbook remained the predominant strategy for learning history.
With schools’ reliance on textbooks, it was important to understand the flaws of the books in order to successfully implement new teaching strategies. Many reviewers of textbooks have found flaws that made comprehension and analysis of the material more difficult for students. As described by Clara Brown (2007), “Literacy experts describe content-area textbooks as having a decontextualized discourse style…social studies texts are characterized by complex syntax, technical vocabulary, and a lack of helpful context” (para. 2). The major flaw found by the Thomas B. Fordham Institute evaluation of widely used U.S. History textbooks, such as *American Journey* and *American Nation*, was that such books tried to cover too much information; thus, teachers and students did not know which parts were the most important (Ravitch, 2004). Consequently one main strategy in the Appendix for this study was rewriting the academic material emphasizing events and points so that students understood what was important.

In addition to emphasizing the main points, teachers could use other strategies to help students comprehend their academic social studies material. By writing the academic material at a seventh grade reading level; using primary sources with explanations; making connections between events; making the “big ideas” clear; including review activities at the beginning and end of each section to tap into prior knowledge and help students retain the academic material; and providing accurate content with coherent organization, teachers could encourage comprehension. As Harniss et al. (2001), stated “One important content adaptation to history texts is to
teach for depth by selecting only the most important information from a text and organizing that information within an organizational structure.” Some of these organizational structures included concept maps with problem-solution-effect structure, resources-capability-leadership-motivation, and hierarchical graphic organizers.

In addition to concept maps, review at various points throughout the material was essential for students to be able to retain the information. Review needed to be included at the beginning so that students could learn the new information. Review was distributed throughout the lesson so that students could retain the academic material. Any cumulative activity needed to include review so that students could make the final connections. Finally, review had to be varied so that students learned the information in different styles and forms (Harniss et al., 2001). Also, integrating reading and writing into the review process was essential so that students could show what they truly understood. This integration helped students improve reading comprehension because it required them to employ strategies to decide which information was important and which was not; it also taught them how to summarize, infer, create questions, and monitor their own comprehension (Harniss et al., 2001).

In addition to review, the components included in a textbook have assisted in students’ learning. Reviewers from the Thomas B. Fordham Institute evaluated numerous U.S. History books and rated the textbooks based on accuracy, context, organization, selection of support material, lack of bias, historical logic, literary
quality, use of primary sources, historical soundness, democratic ideas, interest level, and graphics (Ravitch, 2004). All of these categories were included in the Appendix, which outlined the academic material in the students’ independent study packets for the unit to enhance comprehension. These categories included the important aspects to the academic material provided to the students so that they could complete the activities with understanding, and they were able to analyze the information critically and with authority.

While the textbook has been challenging for native English speakers, English language learners (ELL) have had an even more difficult time comprehending social studies textbooks. The ELL enrollment between the years 1991 and 2001 increased 95% across the United States (Brown, 2007). With such a large increase, many of the bilingual and ELL acquisition programs could not keep up and thus much of the responsibility for teaching such students was put on classroom teachers. Some of the challenges that many ELLs had when reading social studies texts included the language barrier, lack of prior knowledge or prior knowledge that interfered with accuracy, and some vocabulary that was too technical and abstract (Brown, 2007). However, comprehension strategies could assist ELL students to have more success with the texts: “ELLS can learn to understand much of the content presented in social studies texts when the language barrier is reduced” (Brown, 2007, para. 5). Thus, the academic material for students in the Appendix in this project helped ELLs to comprehend the text because it was at a lower grade level with complex sentences,
vocabulary, and paragraph organization appropriate for seventh and eighth grade. Also, “if ELLs can handle the language of the lower grade-level textbooks, the knowledge they gain will help them access the same content in texts written for their own grade level” (Brown, 2007, para. 27).

Another way of enabling ELLs to have higher comprehension was to include content maps, also known as graphic organizers. Graphic organizers allowed the teacher to introduce new ideas in an organized fashion so that they could show hierarchical relationships and demonstrate how events impacted one another (Brown, 2007). In addition, providing students with guiding questions before, during, and after allowed ELLS to pay closer attention to the important information and not become overwhelmed by the details (Brown, 2007). While these strategies might be essential for ELLS to comprehend the academic material, they enhanced native English speakers’ comprehension also. Thus, for this study, these strategies were included in all the U.S. History packets to help every student’s comprehension.

**Conclusion**

Students in an independent study environment needed to have academic materials that were appropriate to help them learn the required California State Standards in 11th grade U.S. History. At Charter School X, the majority of students were between a seventh and eighth grade reading level but used a textbook that was at an 11th grade level. The students needed resources at their reading level to increase their comprehension and retention of the information. In addition, with academic
materials at the students’ reading level, the assignments provided to the students increased engagement, interest, and motivation to learn the information.

As of 2010, independent study schools did not have many options in the academic materials to provide their students. Most of the textbooks and supplemental resources were meant for traditional classrooms. Students in independent study needed materials that were meant for this style of teaching to increase success in their education.
Chapter 3

METHODOLOGY

Setting

This project was specifically designed for Charter School X but could be used by other independent study schools and mainstream classrooms in California as supplemental materials. Charter School X, located in Northern California, was an independent charter school with a high percentage of at-risk students. The school was formerly named Charter School Y under Pacific Charters Institute. Even though it had a new name, it continued with the same tradition of providing students with materials appropriate to their ability levels to ensure understanding and comprehension of the state standards.

Charter School X provided college preparation classes to match the WASC requirements, but also had alternatives to help struggling students.¹ This study covered the American Industrial Revolution and was written between a seventh and eighth grade reading level because Charter School X had a high ration of at-risk students, English Language Learners, and students reading below grade level. Furthermore, this program could include supplemental resources beyond the textbook. My employment as a full time independent study teacher and a U.S. History workshop teacher each week allowed me to personally gather information about the school population and

¹ This unit is not WASC and college preparation approved and therefore may not be used as the sole resource for students planning to attend four-year universities. Students planning to go to four year state, University of California, or private colleges must complete college preparation approved materials.
research specific strategies that would have success with these particular U.S. History students.

**Reading Levels**

The majority of U.S. History students were below grade level in reading at Charter School X. This project on the American Industrial Revolution provided students with the appropriate resources to help them comprehend the necessary academic information.

When students enrolled at Charter School X, they took a reading assessment test through the Northwest Evaluation Association (NWEA). For this computerized test, students read passages and then answered comprehension questions. The software could tell when a student continued to guess and could then lower the reading passage difficulty based on the students’ answers. After 42 questions, the program released the students’ Lexile scores. The Lexile score allowed us to place each student in the appropriate English class. Even though a score was established, the teacher had the ability to change the students’ English class level depending on subjective information, such as class work and English test scores.

Charter School X used five different levels of English textbooks to assist students and ensure their understanding and comprehension of the academic material. If the student scored high enough on the NWEA assessment, then the student was placed at grade level with material that was used throughout California and met the requirements for college preparation. However, if a student’s score fell below a certain
level, they were placed in an English program through Hampton Brown called Edge. The first level called Edge Fundamentals was at a first to second grade reading level, Edge A was at a second to fourth grade level, Edge B was at a fifth through seventh grade reading level, and Edge C was at a seventh through ninth grade reading level. By asking the teachers to list their U.S. History students with their Edge level/grade level English class, I was able to find the students’ average Edge level, which calculated at a seventh to eighth grade reading level. Thus, the resource materials created in this unit were between a seventh and eighth grade reading level to provide the reading support that the students needed in order to comprehend the necessary information for U.S. History. See Appendix B for the questionnaire that teachers completed.

**Readability Formula**

Because there were so many varying readability formulas, this unit mixed the general ideas from many of the famous creators, such as Edward Fry and Bonnie Myer. The resources used for students measured at between a seventh and eighth grade level based on the frequency of specific words, the difficulty of the vocabulary words, the amount of complex sentences, how big ideas were explained, graphic illustrations, and organization. Each week started with three to four pages explaining the necessary main ideas to understand and comprehend the various topics within the American Industrial Revolution.
The vocabulary in the resources matched with the state standards and traditional California U.S. History textbooks. It was extremely important to include the pertinent vocabulary and have activities to assist in students’ understanding and comprehension of the vocabulary in the American Industrial Revolution unit. However, the difficulty of the language used throughout the resources is not the same as that used in the 11th grade level traditional textbooks. The study resources used a mix of complex sentences and simple sentences with appropriate language for seventh and eighth grade. In addition, the three to four pages were organized with headings and included a “Main Idea” section for each heading. Also, each week’s resources had a “Big Picture” summary to help students focus on the larger ideas. By controlling the frequency of words, organization, vocabulary, sentence structure, and graphics, the resources were accessible to students who read at a seventh to eighth grade level.

**Teaching Strategies**

Throughout the unit, numerous teaching strategies were used to enhance students’ comprehension and understanding of the academic information. Because Charter School X’s student population included mostly students who were at-risk, who were reading below grade level, and/or who were English learners, it was integral to use a wide variety of sources. Textbook type reading was incorporated with primary sources, and online information from the Library of Congress. The primary sources included firsthand accounts, photographs, music lyrics, poems written, and newspaper articles all from the American Industrial Revolution period. Using primary sources
allowed history to come to life: students could learn by experiencing people’s lives through firsthand accounts. Students could use the information they learned from the first three to four pages written in the textbook style and then could connect that knowledge to the primary sources. The use of primary sources with the textbook style pages helped students connect the historical information with a more personal understanding of the American Industrial Revolution.

Background information was also necessary to help support the students’ prior knowledge so that they had an increased comprehension of the newer material. Because background knowledge was so integral to increased comprehension, each week had a background section to help students remember the necessary information and make connections to learning the new material. The background section included activities such as free writes, brainstorms, lists, and life experience questions that related to the historical time period, all of which helped students apply their previous knowledge to the new material. The background section enabled students to use their prior knowledge in such a way that the new material was learned accurately.

Assessment and activities helped with retention and were an integral part to the learning process. Thus, activities such as quizzes, essays, and journal entries at the end of each week and a final project that was due past the end of the unit ensured retention beyond the duration of the unit.
The Project

The unit on the American Industrial Revolution was broken into four weeks with a Day 1 through Day 5 approach. The students were given an assignment sheet with the week’s activities to be completed by the next meeting with their teacher. The assignment sheet acted as a checklist for the students so that they knew exactly which activities should be done each day. More detailed assignment explanations appeared throughout the packet as students encountered each activity.

Each week covered a variety of topics to provide a comprehensive unit on the American Industrial Revolution. Week One started with an overview of the American Industrial Revolution. It then continued with inventions and their importance. The end of the week covered industry leaders. Week Two covered the topics of child labor, sweatshops, women, and African Americans. Week Three included immigration and minorities as well as religious pluralism. The unit ended with week Four’s lasting effects of the American Industrial Revolution and the government officials. This unit provided students with a wide variety of people’s experiences during the American Industrial Revolution and helped students to connect to the academic material.

While the weeks were separated by topics, they all had a similar structure. Each week began with an assignment sheet and then moved on to a previous knowledge activity to help students remember what they already knew and/or avoid misconceptions. After this, students read three to four pages of academic information and completed various assigned activities depending on the week, such as graphic
organizers and quick writes. The packet continued with the primary source section and the assigned activities to help students connect with the academic material and increase engagement and interest. Lastly, the students completed end of the week activities to help with comprehension, understanding, and retention. At the end of the four-week unit, students had a choice of which essay topic to write about and students completed a five-day journal. These assignments were due two weeks past the end of the unit to further facilitate retention, comprehension, and understanding.

The American Industrial Revolution unit was created to provide students with an alternative to a textbook that was written at their frustration reading level. This unit was designed to be comprehensive with a variety of topics, resources, and assignments ensuring that all students could successfully learn the academic material.
Chapter 4

REFLECTIONS AND RECOMMENDATIONS

Summary

The American Industrial Revolution unit allows students to learn academic material at their reading level. The unit includes primary sources, textbook style writing, and meaningful activities each week which result in comprehension, understanding, and retention. The unit is comprehensive in that it covers the time period from various perspectives and different social classes. Students are able to see the American Industrial Revolution from all aspects and comprehend the material because it is written at their level. This unit is important because it makes the academic information accessible to the students. Furthermore, other independent study schools can use this unit and traditional high schools can use it as supplemental material.

The American Industrial Revolution unit used my previous course work from the University of California, Berkeley where I earned a degree in American History. This unit enabled me to use much of my previous knowledge to design a comprehensive chapter on the American Industrial Revolution. The rewards of using course work and applying it to real life circumstances with my job and my continued schooling parallels how the historical information included in this unit can be applicable to students’ lives. It is so important for students to understand how modern America was really formed during the American Industrial Revolution.
Besides being able to include my background knowledge to enhance the information provided to students, it was extremely rewarding to design a unit that teachers can use not only in independent study schools, but also in mainstream classrooms. While one of the limitations is that the unit is not college preparation approved, teachers can still apply it as supplemental material.

This project reminds me of how important it is to create units like this for students. Since this unit incorporates numerous learning styles and intelligences, it is more likely to enhance a student’s engagement, comprehension, understanding, and retention.

The main challenge I had during this project was writing the Review of Literature because there is such a wealth of knowledge on readability and readability formulas. It was difficult to narrow down the information and decide which ones were the most important and influential. The other difficult topic in Chapter 2 was finding substantial reports on independent study schools in California. Because the California Department of Education considers independent study an approach to learning and not a “type of school,” there are few studies to research. However, I did find enough to write a comprehensive section on independent study schools but I could not cross-reference the reports.

Besides the challenges I had with Chapter 2, I had difficulty with writing the three to four page section for each week in the unit. Writing at a certain reading level is extremely complex because there are so many factors that go into writing at a
specific level. I had to concentrate on sentence structure, frequency of words, vocabulary words, and organization, among other things. While I do have some experience writing at a certain level, I am not an expert and I struggled with having a balance between making the text difficult enough to be challenging but not too hard. Thus, I spent countless hours making sure that the text matched a seventh and eighth grade reading level.

**Recommendations**

Independent study teachers should use the American Industrial Revolution unit for students who are not on the four-year college track or should include it as supplemental material. Teachers in traditional classrooms can also use these materials in combination with a textbook. Since each week includes primary sources and a variety of activities, a teacher could choose those that best fit his/her classroom and students.

While this unit is comprehensive because it covers all of the main topics that are required by the state on the American Industrial Revolution, my recommendation is to teach the unit in its entirety. However, a teacher can choose what to exclude or what to add. The activities can be used together or apart and can easily be tweaked to meet the needs of each specific teacher.

If teachers use this unit in its entirety for independent study, each weekly assignment sheet and packet should be given on the first day/appointment to allow every student the necessary amount of time to complete the activities. Also, when the
student meets with his/her teacher, the teacher should ask the student the “check for understanding questions” which are included in the lesson plans. This makes sure that the student is retaining the big ideas and important details. Lastly, teachers can make the history come to life for students each week by connecting the unit to their daily lives. For example, bringing up topics of how their iPod or their parent’s car was made helps students make connections that will only increase their engagement and understanding. At the end of each appointment/class, teachers should be sure to explain the next week’s assignments and clarify any questions the students have.

**Conclusion**

This project has allowed me to use my love of history and apply it to real life. I have learned how to make learning experiences appropriate for each student’s reading level. The goal of this project is to provide students with the material that they can read and comprehend so that they can also develop a passion for history and understand its importance. The academic hope is that teachers can use this unit to increase their students’ engagement, understanding, comprehension, and retention. As George Bernard Shaw said, “If history repeats itself, and the unexpected always happens, how incapable must Man be of learning from experience.” The more students understand about what has happened in the past, the more they can learn from it and apply this knowledge to their daily lives.
APPENDIX A

The American Industrial Revolution
Assignment Page

The American Industrial Revolution

Week 1: Introduction, Industry Leaders, and Inventions

History Standard 11.1.4: Examine the effects of the Civil War and Reconstruction and of the Industrial Revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.

History Standard 11.2.5: Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

History Standard 11.2.6: Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

Day 1

☐ Do a quick write: write as much as you can for five minutes about everything you know about the American Industrial Revolution. Complete this on the attached page called “Day 1 Quick Write.”

☐ Read introduction pages labeled “The American Industrial Revolution.”

☐ Complete the graphic organizer after you have read the introduction pages to help you keep all the new ideas organized.

☐ Answer review questions.

☐ Complete the “Week 1 Vocabulary” sheets throughout the week.

Day 2

☐ Before you start anything for U.S. History, make a list of everything you remember from yesterday (should be at least ten things) on the paper called “Day 2 List.” You do not need to use complete sentences, just do a quick bullet point list. Once you have made your list, look over the introduction pages again to review. Check your list to make sure that it has accurate information and also add things that you remembered after rereading.

☐ Read the section called “The Industry Leaders.” This section covers people such as John D. Rockefeller, Andrew Carnegie, and J.P. Morgan.
Research the industry leaders discussed. Answer the questions about each of the men using the pages that you have read about the men and what you find in your research on the attached page called “The Industry Leaders Questionnaire” in the “Industry Leader” section. You can use the Internet and library to research the men. This assignment will continue to Day 3.

Day 3
☐ Reread the section called “The Industry Leaders” to review.

☐ Look over your research notes.

☐ Choose one industry leader that you find fun and interesting. Write a one to two-page essay about one of the industry leaders and discuss his lasting impact on the United States. Write the essay on the attached sheet labeled “Industry Leader Essay.” You will work on this essay on Day 4 and Day 5.

Day 4
☐ Look at the pictures in the section called “Industrial Inventions.” Think about what each could be used for, and how they might still be used today or how they have impacted us today.

☐ Read the section “Industrial Inventions.” Create your own graphic organizer to include this information: 1) the invention 2) what it was used for 3) why it was important or why it is still important today (its effects).

☐ Continue working on your “Industry Leader essay.” After learning about some of the inventions, consider whether the leader you have chosen might have used one of the inventions. If so, include this in your essay.

Day 5
☐ Use today as a catch-up day. Continue working on your essay and catch up on any other assignments you still need to finish.

☐ Take quiz at the end of the packet.
The American Industrial Revolution

Week 1 Packet

Day 1 Quick Write (Before you read!)

Directions: Write for five minutes and discuss everything you know about the American Industrial Revolution. Don’t worry if you have no idea what this is about. You will find out soon! If you feel lost, here are some ideas to write about:

1) How are cars, airplanes parts, stereos, I Pods, computers, etc., produced? Where are they produced?
2) What do most cities look like (think of New York City or Chicago)? Do they have tall buildings? Are there a lot of houses or are most living spaces apartments?
3) Think about the people that make up a city. Are there a lot of different ethnicities or just one majority?

Think about what a big city is like today and you are describing big things that happened during the American Industrial Revolution.

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Week 1 Vocabulary

Directions: These are the most important vocabulary words from Week 1 that will help you understand the readings. Write each definition in your own words! Don’t just copy! Also, make sure to explain the importance of each vocabulary word. When answering why each vocabulary word is important, think about its long lasting effects on the United States, or think about how it affected America at that specific point in history.

1) Laissez-faire:

Why is this important?

2) Pacific Railway Act:

Why is this important?

3) Monopoly:

Why is this important?

4) Corporation:

Why is this important?
5) Industry:

Why is this important?

6) Natural Resources:

Why is this important?

7) Vertical Integration:

Why is this important?
The American Industrial Revolution

Background, Introduction and Overview

Background & Big Ideas
The Industrial Revolution started modern America. Once the Civil War and Reconstruction ended in 1877, industry in the United States expanded and grew tremendously. The wide-open land in the West had an enormous amount of natural resources, such as water, oil, and trees. Natural resources are raw materials that come from the earth to help sustain and keep people and animals surviving. These raw materials or natural resources in the West helped the mining industry. In addition to the mining in the West, industry leaders funded and built factories all over the country. The population increase in America led to a large and available labor force to work in the factories. The increase of labor and factories spurred railroads to physically connect the country. As the jobs increased, immigrants poured into America to look for work and to build a better life. At the same time as immigrants were coming to America and industry leaders were running the factories and corporations, workers started to organize and form unions to improve their working conditions. The American Industrialization took place between 1877 and 1910.

Introduction & Overview

Main Idea: Following the Civil War, America’s industry grew quickly and began modern America.

America was largely a farming country before and during the Civil War. For example, in 1860, right before the Civil War started, 1.3 million out of 30 million

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2 The Civil War in the United States was fought between the North and the South from 1861 to 1865. Many factors caused the Civil War, but the main reason was economic. The South, called the Confederate, relied on the slavery of African Americans on large “farms”, also known as plantations. The North, also known as the Union, was against slavery and could use factories to keep its economy strong. After a four-year battle, the North/Union won and President Abraham Lincoln abolished slavery. After President Lincoln was murdered/assassinated, Reconstruction began. Reconstruction is the twelve-year period where new laws were put in place to help newly freed African Americans transition into a free life and the period where leaders attempted to rebuild the country. Reconstruction did not work very well, but African Americans did get the right to vote and protection under the United States Constitution. Reconstruction ended with the beginning of the American Industrial Revolution.
people in America worked in **industry**³, places such as factories and mines (Glencoe, 2006). However, after the Civil War and Reconstruction in 1877, millions of people went to work in the factories and mines. By the early 1900s, America became the world’s leading industrial country. For example, by 1914, the United States Gross National Product (the total value of all goods and services produced by a country), was eight times more than it was when the Civil War ended. This means that the economy expanded so much and the United States made so much money from Americans and international countries buying American products, the United States became a leader in industry.

The Industrial Revolution transformed American society. Many factors contributed or led to America becoming the world’s leading industrial country. Look at the bold headings to find out more. Also, many of these factors will be discussed throughout this unit in more detail.

**New Classes, Increase of People (Population), and Child Labor**

Many people, also known as entrepreneurs or industrialists, became wealthy or rich because they started new companies. Also, the middle class had more opportunity to make more money through the expansion and improvement of jobs. The new jobs that the industrialists created made up the new “blue collar” working class. The blue collar employees worked in the factories and mines. This group was made of many

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³ **Industry**: name for different categories of products. For example, there is the car industry, oil industry, mining industry, etc.
uneducated workers from America and immigrants who had come to America for a better life.

Unfortunately, with such an increase of laborers or workers who were uneducated and needed jobs, many industrialists took advantage of their workers. The working conditions in most factories were dangerous and the laborers did not earn a lot of money compared to the amount of hours they worked. It was common for factory workers to get injured or even killed on the job. Also, many of the workers did not have job protection if they got injured. Worker’s compensation and disability pay did not exist yet. Many people worked sixteen hours a day with a half hour lunch. Thus, during the American Industrial Revolution, many workers formed organizations called labor unions. Labor unions protected the laborers from dangerous working conditions, as well as, to negotiate things like getting paid if injured or working a reasonable amount of hours.

In addition, many industries thrived on child labor. Children as young as seven or eight years old worked sixteen hours a day in dangerous jobs and earned very little money. Because children were smaller, they could crawl in spaces that adults could not, so they worked in very dangerous parts of mines and factories. They did not have the power to form labor unions and many were orphans or runaways without family to protect them. Many children were injured and had health problems

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4 Worker’s Compensation: Should you indicate that this is a type of insurance? If you got injured on the job, you still could get paid a part of your salary and could get your job back when you healed.
throughout their lives because of the dangerous machines in factories and the poisonous fumes in the mines.

**Natural Resources**

Natural resources or raw materials really helped America industrialize. America was a very unique country because it had so many types of raw materials (which are resources that come from the earth, such as water, timber, coal, iron, and copper). The United States could move the natural resources cheaply and did not have to import or buy them from other countries. Once railroads were built across America, raw materials could get anywhere in the United States. The main natural resource that accelerated industrialization was petroleum, or oil. Oil was used in lanterns and stoves and factories and mines, etc. Oil was in high demand and it became one of the United States’ most important natural resources.

**Capitalism**

America was and still is a capitalist country. This means that businesses can operate without the government interfering with rules and regulations. Capitalism is also known as free enterprise. Profit is the motive in free enterprise. During the Industrial Revolution, Americans liked following this French phrase laissez-faire (leh-say-fare), which means, “let people do as they choose” (Glencoe, 2006). People who follow laissez-faire believe that the government should not interfere with the economy and the government’s role is to protect people’s rights, such as a right to life and own property, and to keep peace in the country. If the government put rules and
regulations on the economy, then the economy would not do as well as it could if one follows the laissez-faire belief. The American government followed laissez-faire somewhat. It allowed owners to run companies however they wanted and did not have many rules about how should operate, but the government used taxes as a way to control parts of the economy. For example, the government put taxes on products being imported or bought from other countries to try to get Americans to buy products that were made in America. Because the government did not have many rules or laws that the companies had to follow, child labor and unfair working conditions existed.

New Inventions

During the American Industrial Revolution, many new inventions allowed transportation and communication to be cheaper and faster, and factories to produce cheaply and quickly. For example, Alexander Graham Bell invented the telephone and Thomas Edison invented the light bulb. Their two inventions created thousands of new jobs because people wanted electricity in their homes to have light, and they wanted to be able to call one another. Thus, phone companies and electric companies started and people needed to fill those jobs.

In addition, the expansion of railroads allowed the country to be connected. Transportation of products was cheaper and faster, people could travel easily across the country, and building the railroad created thousands of jobs.
Conclusion

Over the span of thirty-three years, America became very diverse due to immigration, and it became the world’s leading industrial country. People went from using candles to lamps for light, from horse-drawn wagons to trains, and from farming to living in cities and working in factories. Thousands of jobs were created. These factory jobs led to the need for labor unions. Cities multiplied in size and population. American life changed from people living a life on the farm to working in factories and living in the cities. America transformed into modern America.
Day 1 Graphic Organizer

Directions: Complete this page to help you keep everything you just read organized. Write notes on each section after looking over what you just read again. Make sure to include information about why each is important. Don’t just copy! Everything should be written in your own words! Think about what you are reading and writing!

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Day 1 Review Questions

Directions: Answer each question completely. Write everything in your own words! It is important for you to understand what you are writing!

1) What years did the American Industrial Revolution take place?

2) How did the population in America change throughout the Industrial Revolution?

3) What were the purposes of labor unions?

4) Which factor do you think played the largest role in causing the Industrial Revolution?

5) Explain three new things that you learned from reading this section.
Day 2 list

Directions: List at least ten things you remember from what you learned yesterday. You do not need to write in complete sentences. You may use bullet points. Explain each point enough so that other people can understand what you are writing about.

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**Main Idea:** Big business played a large role during the American Industrial Revolution and impacted the economy more than it did before the Civil War.

**Introduction & Big Business**
Before the Civil War, few people owned businesses and few were wealthy. Also, they owned small businesses. This all changed after the Civil War. Big businesses began to dominate the economy, and to do this they relied on the corporation. A corporation is an organization owned by many people but the government sees it as being owned by one person. The many people who own corporations are called stockholders since each person own a share or a portion of the company. Because the corporation has many owners, companies can fund big and expensive projects while lowering the risk to the money each owner has invested. Thus, the sale of stock allows corporations to use the money to hire people to make up their workforce, purchase many machines, and increase efficiency or make things more quickly and more cheaply.

**Industry Leaders**
Throughout the American Industrial Revolution, some people became very wealthy (Appleby, Brinkely, Broussard, McPherson, Ritchie, 2006). If a person created a new company, he/she was known as an entrepreneur. However, some people were lucky enough to be born into the right family and had the ability to own or lead a family-owned company. However, many industry leaders made much of
their money through the railroad system. They were known as the Robber Barons. There were many rumors that the Robber Barons made their fortune through tricking and taking advantage of investors and taxpayers, bribing government officials, and cheating contacts and debts. There was a lot of bribery because the government was very connected to providing land to the railroad companies to lay more tracks. Not all men involved in new industry were Robber Barons, but many were. A couple of the men below, such as Rockefeller and Carnegie, were considered Robber Barons.

A few of the famous industry leaders were John D. Rockefeller, Andrew Carnegie, and J.P. Morgan. Read the short biographies of each man and then fill out the “Industry Leaders Questionnaire.”

**John D. Rockefeller I**

John Davison Rockefeller I was born on July 8, 1839 and died on May 23, 1937. He was born in Richford, New York. His father, William, was a lumberman, then a traveling salesman, and then sold elixirs as a “physician.” John’s father liked to run schemes and tricks to make money and was not in John’s life very much. His mother, Eliza, was a devout Baptist and was a housewife. While he was not raised in a traditional family and was surrounded by instability, he did not let that stop him from becoming the richest man ever in America, even richer than Bill Gates (Klepper, 2007).
In 1866, John’s brother, William, brought John into the oil business. John bought oil refineries with his brother for four years until John started Standard Oil in 1870. Standard Oil in Ohio became one of the largest shippers of oil and kerosene in the United States. By 1872, John Rockefeller and Standard Oil bought 22 of the 26 Ohio competitors (Duroy, 1999). In addition, by 1877, Rockefeller contracted the Pennsylvania Railroad to use only Standard Oil. Standard Oil eventually became a monopoly by having almost complete control of oil refining and marketing in the United States. A monopoly happens when there are many buyers but only one seller for a product. However, monopolies are illegal and eventually in 1909, the courts found Standard Oil to be in violation of the Sherman Antitrust Act. The Sherman Antitrust Act, passed in 1890, states that monopolies are illegal because they do not allow for free enterprise. Standard Oil had to break up into thirty-four different companies, such as Chevron, ExxonMobil, and Pennzoil (Chernow, 1998). According to the Forbes list in 2007, Rockefeller would have been worth $192 billion in 2007 (Klepper, 2007)!

In addition to his cutthroat business practices, Rockefeller is known for his philanthropy because he gave a large portion to charity and research. He founded the University of Chicago and Rockefeller University. He also founded many organizations for medical research and helped to rid the United States of Yellow Fever and hookworm (Martin, 1999).
Andrew Carnegie was born on November 25, 1835 and died on August 11, 1919. Born in Scotland, he migrated with his parents as a child, and he experienced an immigrant’s life growing up in the United States. His first job was at a factory, but eventually he had a high position at a telegraph (like a telephone company (Appleby, Brinkley, Broussard, McPherson, Ritchie, 2006). In 1870, he built his own company and named it the Carnegie Steel
Company. He made his fortune through this company. Carnegie is known as the sixth wealthiest man ever in America.

Carnegie is a great example of how industrialization changed the way men did business. With his steel company, he began vertical integration, which is where a company owns all the various businesses that it depends on to run (Appleby, Brinkley, Broussard, McPherson, Ritchie, 2006). For example, instead of buying coal or iron, Carnegie owned those businesses. He also believed in horizontal integration, which is where many companies in the same industry combine to form one large corporation (Glencoe, 2006). Vertical and horizontal integration helped him make his fortune. According to the Forbes list in 2007, Carnegie’s fortune would be worth $75 billion in 2007 (Klepper, 2007)!

Like Rockefeller, Carnegie was a philanthropist. He donated money to establish universities, schools, and libraries in America. For example, he founded the Carnegie Endowment for International Peace, Carnegie Mellon University, and the Carnegie Museums of Pittsburgh.
John Pierpont Morgan was born on April 17, 1837 in Connecticut and died on March 31, 1913. J.P. Morgan was a banker and collector of art. He did not have continuous success with all his investments. However, he did create companies that we still hear about today. In 1892, Morgan merged Edison General Electric and Thomson-Houston Electric Company to form General Electric (Morris, 2006). He also founded J.P. Morgan & Company, which was a very successful bank. This bank eventually merged with Chase Manhattan Corporation in 2000 to form J.P. Morgan Chase, which is one of the four biggest banks today! He was not as much of a philanthropist as Rockefeller and Carnegie but he did donate his large collection of art and his book collection to The Morgan Library & Museum in New York.
Industry leader Questionnaire

1) Which industry leader would you want to be and why?

2) Who was the wealthiest man in America? How did he make his fortune?

3) What is vertical integration?

4) Do you think that monopolies should be legal or illegal? Why?

5) List companies that you remember from what you have read or heard of in your life. Which of these companies did these industry leaders have a hand in making.
Industry leader Essay
Industrial Inventions Day 4
Industry Inventions & The Railroads

New Inventions

During the American Industrial Revolution, several new inventions helped the United States become the world’s leading industrial country. Improvements with transportation and communication enabled the United States to transport products and contact one another more quickly and cheaply. Also, these inventions to improve transportation and communication led to new wealth and new jobs.

Some of the most important inventions that changed America into modern America were the telegraph (first version of a telephone), the light bulb and generator, and the expansion of the railroads across the country. In 1874, Alexander Graham Bell had the idea of communicating by telegraph (Appleby, Brinkely, Broussard, McPherson, Ritchie, 2006). Bell worked on the telegraph until he perfected it in 1876. This revolutionized the way people communicated with each other. In 1877, he created the Bell Telephone Company, which is now AT&T.

Thomas Alva Edison is one of the most famous inventors because he perfected the light bulb and the electric generator. The light bulb transformed America because people went from candlelight to lighting buildings with electricity as we do today. Imagine walking through a building with candles for light instead of the lights and lamps that provide light today. In addition to Bell and Edison, Thaddeus Lowe
invented the ice machine, which assisted in the invention of the refrigerator. Food lasted longer and could be transported cross-country without becoming rotten.

Overall, the new inventions and improvements helped to create new industries with jobs, and products became cheaper.

**Railroads**

**Main Idea:** After the Civil War, railroads were built very quickly and expanded across the country to connect the entire United States (Appleby, Brinkely, Broussard, McPherson, Ritchie, 2006).

When the Civil War ended in 1865, there were only 35,000 miles of railroad tracks in the United States. By 1900, there were 200,000 miles of track connecting the United States. This rapid expansion of railroad tracks began in 1862 when President Lincoln signed the **Pacific Railway Act**. This act approved the transcontinental railroad, which connected the United States from east to west. The Union Pacific and the Central Pacific railroad companies were in competition to get more land and build the most tracks on the transcontinental railroad because the more land their tracks covered, the more profit they made (money they got from people traveling and companies transporting products).

Railroads helped the economy grow and helped America industrialize because the railroad companies needed to buy the products of coal, steel, timber, and other materials. In addition, it made other products cheaper to transport. Improvements in railroads changed the price to transport products from 2 cents per ton per mile in 1860 to \(\frac{3}{4}\) a cent in 1900. In addition to the railroad making transportation faster and
cheaper, it helped to create one country. For the first time, people could travel all over the United States. This led to a united country.

Read the following primary source written by Samuel Bowles in 1869, which is a firsthand account of what it was like to travel on the Pacific Union railroad to Utah.

We witnessed here the fabulous speed with which the Railroad was built.

Through the two or three hundred miles beyond were scattered ten to fifteen thousand men in great gangs preparing the road bed; plows, scrapers, shovels, picks and carts; and, among the rocks, drills and powder were doing the grading as rapidly as men could stand and move with their tools. Long trains brought up to the end of the completed track loads of ties and rails; the former were transferred to teams, sent one or two miles ahead, and put in place upon the grade. Then rails and spikes were reloaded on platform cars, these pushed up to the last previously laid rail, and with an automatic movement and a celerity that were wonderful, practiced hands dropped the fresh rails one after another on the ties exactly in line, huge sledges sent the spikes home, the car rolled on, and the operation was repeated; while every few minutes the long heavy train behind sent out a puff from its locomotive, and caught up with its load of material the advancing work. The only limit, inside of eight miles in twenty-four hours, to the rapidity with which the track could thus be laid, was the power of the road behind to bring forward the materials.

As the Railroad marched thus rapidly across the broad Continent of plain and
mountain, there was improvised a rough and temporary town at its every public stopping-place. As this was changed every thirty or forty days, these settlements were of the most perishable materials,—canvas tents, plain board shanties, and turf-hovels,—pulled down and sent forward for a new career, or deserted as worthless, at every grand movement of the Railroad company. Only a small proportion of their populations had aught to do with the road, or any legitimate occupation. Most were the hangers-on around the disbursements of such a gigantic work, catching the drippings from the feast in any and every form that it was possible to reach them. Restaurant and saloon keepers, gamblers, desperadoes of every grade, the vilest of men and of women made up this "Hell on Wheels," as it was most aptly termed.

When we were on the line, this congregation of scum and wickedness was within the Desert section, and was called Benton. One to two thousand men, and a dozen or two women were encamped on the alkali plain in tents and board shanties; not a tree, not a shrub, not a blade of grass was visible; the dust ankle deep as we walked through it, and so fine and volatile that the slightest breeze loaded the air with it, irritating every sense and poisoning half of them; a village of a few variety stores and shops, and many restaurants and grog-shops; by day disgusting, by night dangerous; almost everybody dirty, many filthy, and with the marks of lowest vice; averaging a murder a day; gambling and drinking, hurdy-gurdy dancing. Like its predecessors, it fairly festered in
corruption, disorder and death, and would have rotted, even in this dry air, had it outlasted a brief sixty-day life. But in a few weeks its tents were struck, its shanties razed, and with their dwellers moved on fifty or a hundred miles farther to repeat their life for another brief day. Where these people came from originally; where they went to when the road was finished, and their occupation was over, were both puzzles too intricate for me. Hell would appear to have been raked to furnish them; and to it they must have naturally returned after graduating here, fitted for its highest seats and most diabolical service.
Week 1 Quiz

1) Answer this short question: Explain the main factors that caused the American Industrial Revolution. Be sure to include details and write in complete sentences!

2) With what tactics or in what ways did the industry leaders make their fortunes? Give specific examples of industry leaders.

3) Explain how new inventions impacted the American Industrial Revolution? Be sure to provide specific examples!

4) Explain how the railroads impacted the country.
The American Industrial Revolution
Week 2: The Industrial Worker, Child Labor, Women, and African Americans

History Standard 11.2.1: Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s *The Jungle*.
History Standard 11.2.2: Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
History Standard 11.2.5: Discuss corporate mergers that produced trusts and cartels and the economic and political parties of industrial leaders.

Day 1
- Complete the KWL chart throughout the week. The “K” stands for what I already know; the “W” stands for what I want to learn; and the “L” stands for what I will learn. The KWL chart is a continuous assignment for each day and it is called the “KWL”. Be sure to take your time on this and fill it out completely because you will use the chart at the end of the week.
- Read the section called “The Industrial Worker.” Highlight interesting and important facts as you read.
- Read the Week 2 Day 1 Primary Source Interview from George Estes.
- Write a reflection about the George Estes interview. Look at the page Week 2 Day 1 George Estes Reflection for directions.
- Finish Day 1 KWL Chart.
- Look over the final project directions and rubrics.

Day 2
- Look over your KWL Chart from Day 1. Fill out the first two sections on your Week 2 Day 2 KWL Chart.
Read the section “Child Labor in the American Industrial Revolution.”

Answer the reflection question that follows that section.

Look at the page labeled “The Jungle Characters” to learn about the book you will be reading. Read Chapter 2 of Upton Sinclair’s The Jungle.

Complete your KWL Chart for Day 2.

Day 3

Look over your KWL Chart from Day 1 and Day 2. Fill out the first two sections on your Week 2 Day 3 KWL Chart.

Read the section “Women in the American Industrial Revolution.”

Read Chapter 3 of Upton Sinclair’s The Jungle.

Complete your KWL Chart for Day 3.

Day 4

Look over your KWL Chart from Days 1, 2 and 3. Fill out the first two sections on your Week 2 Day 4 KWL Chart.

Read the section “African Americans in the American Industrial Revolution.”

Answer the reflection question that follows this section.

Read Chapter 8 of Upton Sinclair’s The Jungle.

Complete the graphic organizer for Upton Sinclair’s The Jungle for Chapters 2, 3 and 8.

Complete your KWL Chart for Day 4.

Day 5
Look over your KWL Charts from the week. You have learned so much!!! Think about where you were at the beginning of the week compared to now!

Now, think about the chapters that you read from Upton Sinclair’s *The Jungle*. It’s time to connect and analyze all of this new knowledge. Look at the page called “Time to Connect” and complete the Venn Diagram. Then, write a one-page response comparing and contrasting the reading sections from this week on women and African-Americans, and the novel *The Jungle*.

Review the final project assignment again. Begin forming an idea for your essay. Be sure to keep all of your KWL Charts because these will help you with your essay and the 5-day journal.
**Week 2 Day 1 KWL Chart**

**Directions:** This week you will complete a KWL chart every day, which will help you keep your thoughts organized. Before you read, fill out the column “What I Know.” Then fill out the column “What I Want to Know.” Finally, read the “Industrial Worker” and “Primary Source: George Estes” sections and fill out the column “What I Learned.”

Topic: ____________________________________________________________

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**Week 2 Day 2 KWL Chart**

**Directions:** This week you will complete a KWL chart every day, which will help you keep your thoughts organized. Before you read, fill out the column “What I Know” from yesterday’s reading and the knowledge you have about the industrial worker in the American Industrial Revolution. Then fill out the column “What I Want to Know.” Finally, read the section “Child Labor in the American Industrial Revolution” and *The Jungle*, and fill out the column “What I Learned.”

Topic: __________________________________________________________

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**Week 2 Day 3 KWL Chart**

**Directions:** This week you will complete a KWL chart every day, which will help you keep your thoughts organized. Before you read, fill out the column “What I Know” about what you have learned on day one and two and the knowledge you already have. Then, fill out the column “What I Want to Know.” Finally, read the “Women in the American Industrial Revolution” section and *The Jungle*, and fill out the column “What I Learned.”

Topic: __________________________________________________________

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Week 2 Day 4 KWL Chart

**Directions:** This week you will complete a KWL chart every day, which will help you keep your thoughts organized. It will help you keep your thoughts organized. Before you read, fill out the column “What I Know” about African Americans in the American Industrial Revolution and your previous knowledge, then fill out the column “What I Want to Know.” Finally, read the “African Americans in the American Industrial Revolution” section and *The Jungle*, fill out the column “What I Learned.”

Topic: _______________________________________________________

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The Industrial Worker

The Worker and Working Conditions
The American Industrial Revolution transformed the ways that people worked and lived their lives (Appleby, et. al., 2006). Before the Civil War and Reconstruction, people had to make most products. For example, people made clothes or shoes by hand and then sold them. Workers belonged to guilds (groups of people who did the same type of work or trade). However, the American Industrial Revolution, because of new technology, changed the jobs that people had. Machines could do the work that people used to do. The machines replaced skilled labor or skilled workers. For example, machines could knit the socks or make the shoes now instead of people. The jobs changed from creating products to working in a factory on a machine that made the product. While the factories increased the number of jobs available, the jobs were very repetitive and many people did not take pride in their work anymore. Many workers did the same job for sixteen hours a day six days a week and got bored and tired. When you read Upton Sinclair’s The Jungle, the job that the main character Jurgis feels beat down by his job and this kills his spirit.

Factory jobs and working the mines were extremely dangerous and difficult. Many of the machines were large, heavy, and unsafe. Many workers got injured at some point while working in a factory or mine and because they were not members of a union, they were not protected from getting fired. Some of the machines were so dangerous and the men were so tired from working long hours that men died on the
job. In addition to the dangerous machines, the mines and machines let out toxic fumes and dust that harmed workers lungs.

**Labor Unions**

To combat the dangerous working conditions and unfair practices, workers started to organize unions. Labor unions represented workers to protect them from being fired, being forced to work too many hours, and being paid unfairly. It was very difficult to form a union because there were no laws that gave workers the right to organize or that required company/factory/mine owners to negotiate with workers. Courts fined or put many workers in jail when they held strikes (workers protest together against a company). However, the government was very suspicious of unions. This led the government to arrest strikers, stop strikes, and break up unions.

Companies also did not want unions to form and did many things to keep this from happening. For example, companies made their workers take an oath that they would not join a union and hired investigators to find out who was trying to organize unions. If a person was caught trying to organize a union, he/she was blacklisted (put on a list that meant companies should not hire him/her because he/she will start trouble). Also, if workers went on strike, the company would have scabs, or replacement workers, come in to take care of the jobs. Many strikes turned toward violence. For example, two famous strikes that the army had to come in and stop are the Haymarket Square riot and the Pullman Strike of 1894. However, some unions survived. The American Federation of Labor (AFL) became the most successful
union during the American Industrial Revolution. It negotiated with companies and demanded certain rights for its members. Some of those rights included that laborers work eight hours a day and the company could only hire union members. The AFL had 500,000 members, which was 15% of the total union members in the United States. That total was 18% of all United States workers. While this union was successful, most workers did not belong to a union and unions were not strong.

In addition, many Americans did not like unions because these organizations seemed to follow a new politician in Europe named Karl Marx. Karl Marx’s ideas, known as Marxism, argued that eventually workers would rise up and revolt against the government until a society existed that did not have any wealthy or poor people. In other words, everyone would be equal and there would not be any social classes. As more people immigrated into the United States, Americans became more and more anti-immigrant (Americans who did not like people from other countries coming to the United States). Many Americans believed that immigrants took jobs that belonged to native-born Americans. Many immigrants worked for factories when the native-born Americans would strike. Also, some Americans thought that Marxist ideas would spread from immigrants. This led to some immigrant populations being discriminated against.
**Week 2 Day 1 Primary Source**

*Directions:* Read this primary source interview with George Estes from 1938. He compares the working conditions of 1938 to those during the American Industrial Revolution at a railroad company (Estes, 1938).

The workingman of today who thinks he has a tough time of it, would hardly believe that such conditions could ever exist as did in those days. You would scarcely think it possible that a big, money-making enterprise like a rail-road would resort to such scheming tactics against labor as the railroads of that day certainly did. For instance: they seemed determined that no telegrapher or station agent would receive more than fifty dollars per month, regardless the duties performed. He was an the job twenty-four hours a day for the railroad and in the above instance received twenty dollars per month for his services. If he hadn’t had the postmastership or Western Union commission the railroad would have paid him fifty dollars just the same. How long do you think the worker of today would stand for such inequitable treatment at the hands of a corporation?

But I have always noticed that things usually have to get pretty bad before they get any better. When inequities pile up so high that the burden is more than the under dog can bear, he gets his dander up and things begin to happen. It was that way with the telegraphers’ problem. These exploited individuals were determined to get for themselves better working conditions – higher pay,
shorter hours, less work which might not properly be classed as telegraphy, and the high and mighty Mr. Fillmore [railroad company president] was not going to stop them. It was a bitter fight. At the outset, Mr. Fillmore let it be known, by his actions and comments, that he held the telegraphers in the utmost contempt.

With the papers crammed each day with news of labor strife – and with two great labor factions at each other’s throats, I am reminded of a parallel in my own early and more active career. Shortly before the turn of the century, in 1898 and 1899 to be more specific, I occupied a position with regard to a certain class of skilled labor, comparable to that held by the Lewises and Greens of today. These hard-working gentlemen – servants of the public – had no regular hours, performed a multiplicity of duties, and, considering the service they rendered, were sorely and inadequately paid. A telegrapher’s day included a considerable number of chores that present-day telegraphers probably never did or will do in the course of a day’s work. He used to clean and fill lanterns, block lights, etc. Used to do the janitor work around the small town depot, stoke the pot-bellied stove of the waiting-room, sweep the floors, picking up papers and waiting-room litter. Telegraphy was just part of his job, though he perforce was expected to keep his ear cooked at all times for the messages passing through the station sounder. Capital and labor couldn’t see eye to eye on a single point. Every gain that either made was at the expense of
the other, and was fought tooth and nail. No difference seemed ever possible of amicable settlement. Strikes were riots. Murder and mayhem was common. Railroad labor troubles were frequent. The railroads, in the nineties, were the country’s largest employers. They were so big, so powerful, so perfectly organized themselves – I mean so in accord among themselves as to what treatment they felt like offering the man who worked for them – that it was extremely difficult for labor to gain a single advantage in the struggle for better conditions.
Week 2 Day 1 Reflection on George Estes

Directions: Write a personal reflection about how George Estes describes working for the railroad company and worker’s lives in general. Here are some questions to get you started: Do you think that this interview is reflective of the worker during the American Industrial Revolution? What was your reaction to this interview? What were some of the most interesting ideas/opinions that came out of the interview? You do not need to answer each of these questions! They are just starting points!

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Child labor in the American Industrial Revolution

Throughout the American Industrial Revolution, child labor thrived. Companies hired children because they did not have to pay them as much as they did men and women. Children who worked did not have any protection from unfair pay, long working hours, and dangerous working conditions. Many children were lucky to make fifty cents a week and would work ten to sixteen hour days. Children as young as seven did not go to school; they went to work everyday. The working conditions for many were horrible. Children who worked in the mines got sick very quickly because of the fumes and many had respiratory problems. The machines children worked with sometimes caused extreme injuries. For example, it was common for a child to get an arm caught in a machine or for a child not to grow properly because of the repetitive work they did every day.

Companies got away with unfair pay practices and dangerous working conditions because children did not have any rights nor did they have adults protecting them. Many children who worked were orphans or had run away from home, so their parents could not help them. Also, many were immigrant children who did not speak English and could not stand up for themselves or who needed the money to support their families. Lastly, children did not belong to unions and could not organize unions. However, in 1899 the New York newspaper boys did strike against some of
the biggest newspaper companies. After the owners raised the price of the newspaper, the newspaper boys protested and eventually and were successful in getting the price of the paper lowered. Successes like these did not happen very often. Eventually, the government did step in and create laws regulating the number of hours children could work, break times required during the workday, and school attendance.

**Reflection Question**: Does child labor still happen today in the United States or other countries? Do you think adults do enough to protect children from unfair labor practices?
Over the next two weeks, you will be reading chapters from Upton Sinclair’s novel *The Jungle*. He wrote this novel in 1906 to show the problems with society during the American Industrial Revolution. He discusses society’s problems with poverty, drinking and gambling, the industrial leaders, dangerous working conditions, and the absence of programs to help those in need. Sinclair uses his main character, Jurgis, and his wife, Ona, from Lithuania to discuss all of these issues in society.

**Jurgis Rudkus** immigrates to America to live the “American dream”

**Ona Rudkus**, Jurgis’ wife who travels with him to America from Lithuania

**Elzbieta Lukoszaite**, Ona’s stepmother and the mother of seven children

**Marija Berczynskas**, Ona’s cousin who becomes a prostitute

The novel begins with the description of Jurgis’ and Ona’s marriage ceremony. The story continues with their move to America to find work and live freely. As Jurgis and Ona get jobs and work for years, they burn out and get tired of the repetitive jobs and hard labor. The story is uplifting at the beginning and goes from the characters living every day to the fullest to the characters living in sorrow and depression because of society’s problems.
The Jungle by Upton Sinclair (1906): Chapter 2

Jurgis talked lightly about work, because he was young. They told him stories about the breaking down of men, there in the stockyards of Chicago, and of what had happened to them afterward – stories to make your flesh creep, but Jurgis would only laugh. He had only been there four months, and he was young, and a giant besides. There was too much health in him. He could not even imagine how it would feel to be beaten. "That is well enough for men like you," he would say, "silpnas, puny fellows – but my back is broad."

Jurgis was like a boy, a boy from the country. He was the sort of man the bosses like to get hold of, the sort they make it a grievance they cannot get hold of. When he was told to go to a certain place, he would go there on the run. When he had nothing to do for the moment, he would stand round fidgeting, dancing, with the overflow of energy that was in him. If he were working in a line of men, the line always moved too slowly for him, and you could pick him out by his impatience and restlessness. That was why he had been picked out on one important occasion; for Jurgis had stood outside of Brown and Company's "Central Time Station" not more than half an hour, the second day of his arrival in Chicago, before he had been beckoned by one of the bosses. Of this he was very proud, and it made him more disposed than ever to laugh at the pessimists. In vain would they all tell him that there were men in that crowd from which he had been chosen who had stood there a month – yes, many months – and not been chosen yet. "Yes," he would say, "but what sort of
men? Broken-down tramps and good-for-nothings, fellows who have spent all their
money drinking, and want to get more for it. Do you want me to believe that with
these arms" – and he would clench his fists and hold them up in the air, so that you
might see the rolling muscles – that with these arms people will ever let me starve?"

"It is plain," they would answer to this, "that you have come from the country,
and from very far in the country." And this was the fact, for Jurgis had never seen a
city, and scarcely even a fair-sized town, until he had set out to make his fortune in the
world and earn his right to Ona. His father, and his father's father before him, and as
many ancestors back as legend could go, had lived in that part of Lithuania known as
Brelovicz, the Imperial Forest. This is a great tract of a hundred thousand acres, which
from time immemorial has been a hunting preserve of the nobility. There are a very
few peasants settled in it, holding title from ancient times; and one of these was
Antanas Rudkus, who had been reared himself, and had reared his children in turn,
upon half a dozen acres of cleared land in the midst of a wilderness. There had been
one son besides Jurgis, and one sister. The former had been drafted into the army; that
had been over ten years ago, but since that day nothing had ever been heard of him.
The sister was married, and her husband had bought the place when old Antanas had
decided to go with his son.

It was nearly a year and a half ago that Jurgis had met Ona, at a horse fair a hundred
miles from home. Jurgis had never expected to get married – he had laughed at it as a
foolish trap for a man to walk into; but here, without ever having spoken a word to
her, with no more than the exchange of half a dozen smiles, he found himself, purple in the face with embarrassment and terror, asking her parents to sell her to him for his wife – and offering his father's two horses he had been sent to the fair to sell. But Ona's father proved as a rock – the girl was yet a child, and he was a rich man, and his daughter was not to be had in that way. So Jurgis went home with a heavy heart, and that spring and summer toiled and tried hard to forget. In the fall, after the harvest was over, he saw that it would not do, and tramped the full fortnight's journey that lay between him and Ona.

He found an unexpected state of affairs – for the girl's father had died, and his estate was tied up with creditors; Jurgis' heart leaped as he realized that now the prize was within his reach. There was Elzbieta Lukoszaite, Teta, or Aunt, as they called her, Ona's stepmother, and there were her six children, of all ages. There was also her brother Jonas, a dried-up little man who had worked upon the farm. They were people of great consequence, as it seemed to Jurgis, fresh out of the woods; Ona knew how to read, and knew many other things that he did not know, and now the farm had been sold, and the whole family was adrift – all they owned in the world being about seven hundred rubles which is half as many dollars. They would have had three times that, but it had gone to court, and the judge had decided against them, and it had cost the balance to get him to change his decision.

Ona might have married and left them, but she would not, for she loved Teta Elzbieta. It was Jonas who suggested that they all go to America, where a friend of his
had gotten rich. He would work, for his part, and the women would work, and some of
the children, doubtless – they would live somehow. Jurgis, too, had heard of America.
That was a country where, they said, a man might earn three rubles a day; and Jurgis
figured what three rubles a day would mean, with prices as they were where he lived,
and decided forthwith that he would go to America and marry, and be a rich man in
the bargain. In that country, rich or poor, a man was free, it was said; he did not have
to go into the army, he did not have to pay out his money to rascally officials – he
might do as he pleased, and count himself as good as any other man. So America was
a place of which lovers and young people dreamed. If one could only manage to get
the price of a passage, he could count his troubles at an end.

It was arranged that they should leave the following spring, and meantime
Jurgis sold himself to a contractor for a certain time, and tramped nearly four hundred
miles from home with a gang of men to work upon a railroad in Smolensk. This was a
fearful experience, with filth and bad food and cruelty and overwork; but Jurgis stood
it and came out in fine trim, and with eighty rubles sewed up in his coat. He did not
drink or fight, because he was thinking all the time of Ona; and for the rest, he was a
quiet, steady man, who did what he was told to, did not lose his temper often, and
when he did lose it made the offender anxious that he should not lose it again. When
they paid him off he dodged the company gamblers and dramshops, and so they tried
to kill him; but he escaped, and tramped it home, working at odd jobs, and sleeping
always with one eye open.
So in the summer time they had all set out for America. At the last moment there joined them Marija Berczynskas, who was a cousin of Ona's. Marija was an orphan, and had worked since childhood for a rich farmer of Vilna, who beat her regularly. It was only at the age of twenty that it had occurred to Marija to try her strength, when she had risen up and nearly murdered the man, and then come away.

There were twelve in all in the party, five adults and six children – and Ona, who was a little of both. They had a hard time on the passage; there was an agent who helped them, but he proved a scoundrel, and got them into a trap with some officials, and cost them a good deal of their precious money, which they clung to with such horrible fear. This happened to them again in New York – for, of course, they knew nothing about the country, and had no one to tell them, and it was easy for a man in a blue uniform to lead them away, and to take them to a hotel and keep them there, and make them pay enormous charges to get away. The law says that the rate card shall be on the door of a hotel, but it does not say that it shall be in Lithuanian.

It was in the stockyards that Jonas' friend had gotten rich, and so to Chicago the party was bound. They knew that one word, Chicago and that was all they needed to know, at least, until they reached the city. Then, tumbled out of the cars without ceremony, they were no better off than before; they stood staring down the vista of Dearborn Street, with its big black buildings towering in the distance, unable to realize that they had arrived, and why, when they said "Chicago," people no longer pointed in
some direction, but instead looked perplexed, or laughed, or went on without paying any attention. They were pitiable in their helplessness; above all things they stood in deadly terror of any sort of person in official uniform, and so whenever they saw a policeman they would cross the street and hurry by. For the whole of the first day they wandered about in the midst of deafening confusion, utterly lost; and it was only at night that, cowering in the doorway of a house, they were finally discovered and taken by a policeman to the station. In the morning an interpreter was found, and they were taken and put upon a car, and taught a new word – "stockyards." Their delight at discovering that they were to get out of this adventure without losing another share of their possessions it would not be possible to describe.

They sat and stared out of the window. They were on a street which seemed to run on forever, mile after mile – thirty-four of them, if they had known it – and each side of it one uninterrupted row of wretched little two-story frame buildings. Down every side street they could see, it was the same –never a hill and never a hollow, but always the same endless vista of ugly and dirty little wooden buildings. Here and there would be a bridge crossing a filthy creek, with hard-baked mud shores and dingy sheds and docks along it; here and there would be a railroad crossing, with a tangle of switches, and locomotives puffing, and rattling freight cars filing by; here and there would be a great factory, a dingy building with innumerable windows in it, and immense volumes of smoke pouring from the chimneys, darkening the air above and making filthy the earth beneath. But after each of these interruptions, the desolate
procession would begin again – the procession of dreary little buildings.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realized that they were on their way to the home of it – that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it – you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted – "Stockyards!"

They were left standing upon the corner, staring; down a side street there were two rows of brick houses, and between them a vista: half a dozen chimneys, tall as the tallest of buildings, touching the very sky – and leaping from them half a dozen
columns of smoke, thick, oily, and black as night. It might have come from the center of the world, this smoke, where the fires of the ages still smolder. It came as if self-impelled, driving all before it, a perpetual explosion. It was inexhaustible; one stared, waiting to see it stop, but still the great streams rolled out. They spread in vast clouds overhead, writhing, curling; then, uniting in one giant river, they streamed away down the sky, stretching a black pall as far as the eye could reach.

Then the party became aware of another strange thing. This, too, like the color, was a thing elemental; it was a sound, a sound made up of ten thousand little sounds. You scarcely noticed it at first – it sunk into your consciousness, a vague disturbance, a trouble. It was like the murmuring of the bees in the spring, the whisperings of the forest; it suggested endless activity, the rumblings of a world in motion. It was only by an effort that one could realize that it was made by animals, that it was the distant lowing of ten thousand cattle, the distant grunting of ten thousand swine.

They would have liked to follow it up, but, alas, they had no time for adventures just then. The policeman on the corner was beginning to watch them; and so, as usual, they started up the street. Scarcely had they gone a block, however, before Jonas was heard to give a cry, and began pointing excitedly across the street. Before they could gather the meaning of his breathless ejaculations he had bounded away, and they saw him enter a shop, over which was a sign: "J. Szedvilas, Delicatessen." When he came out again it was in company with a very stout gentleman in shirt sleeves and an apron, clasping Jonas by both hands and laughing hilariously.
Then Teta Elzbieta recollected suddenly that Szedvilas had been the name of the mythical friend who had made his fortune in America. To find that he had been making it in the delicatessen business was an extraordinary piece of good fortune at this juncture; though it was well on in the morning, they had not breakfasted, and the children were beginning to whimper.

Thus was the happy ending to a woeful voyage. The two families literally fell upon each other's necks – for it had been years since Jokubas Szedvilas had met a man from his part of Lithuania. Before half the day they were lifelong friends. Jokubas understood all the pitfalls of this new world, and could explain all of its mysteries; he could tell them the things they ought to have done in the different emergencies – and what was still more to the point, he could tell them what to do now. He would take them to poni Aniele, who kept a boardinghouse the other side of the yards; old Mrs. Jukniene, he explained, had not what one would call choice accommodations, but they might do for the moment. To this Teta Elzbieta hastened to respond that nothing could be too cheap to suit them just then; for they were quite terrified over the sums they had had to expend. A very few days of practical experience in this land of high wages had been sufficient to make clear to them the cruel fact that it was also a land of high prices, and that in it the poor man was almost as poor as in any other corner of the earth; and so there vanished in a night all the wonderful dreams of wealth that had been haunting Jurgis. What had made the discovery all the more painful was that they were spending, at American prices, money which they had earned at home rates of
wages – and so were really being cheated by the world! The last two days they had all but starved themselves – it made them quite sick to pay the prices that the railroad people asked them for food.

Yet, when they saw the home of the Widow Jukniene they could not but recoil, even so. In all their journey they had seen nothing so bad as this. Poni Aniele had a four-room flat in one of that wilderness of two-story frame tenements that lie "back of the yards." There were four such flats in each building, and each of the four was a "boardinghouse" for the occupancy of foreigners – Lithuanians, Poles, Slovaks, or Bohemians. Some of these places were kept by private persons, some were cooperative. There would be an average of half a dozen boarders to each room – sometimes there were thirteen or fourteen to one room, fifty or sixty to a flat. Each one of the occupants furnished his own accommodations – that is, a mattress and some bedding. The mattresses would be spread upon the floor in rows – and there would be nothing else in the place except a stove. It was by no means unusual for two men to own the same mattress in common, one working by day and using it by night, and the other working at night and using it in the daytime. Very frequently a lodging house keeper would rent the same beds to double shifts of men.

Mrs. Jukniene was a wizened-up little woman, with a wrinkled face. Her home was unthinkably filthy; you could not enter by the front door at all, owing to the mattresses, and when you tried to go up the backstairs you found that she had walled up most of the porch with old boards to make a place to keep her chickens. It was a
standing jest of the boarders that Aniele cleaned house by letting the chickens loose in the rooms. Undoubtedly this did keep down the vermin, but it seemed probable, in view of all the circumstances, that the old lady regarded it rather as feeding the chickens than as cleaning the rooms. The truth was that she had definitely given up the idea of cleaning anything, under pressure of an attack of rheumatism, which had kept her doubled up in one corner of her room for over a week; during which time eleven of her boarders, heavily in her debt, had concluded to try their chances of employment in Kansas City. This was July, and the fields were green. One never saw the fields, nor any green thing whatever, in Packingtown; but one could go out on the road and "hobo it," as the men phrased it, and see the country, and have a long rest, and an easy time riding on the freight cars.

Such was the home to which the new arrivals were welcomed. There was nothing better to be had – they might not do so well by looking further, for Mrs. Jukniene had at least kept one room for herself and her three little children, and now offered to share this with the women and the girls of the party. They could get bedding at a secondhand store, she explained; and they would not need any, while the weather was so hot – doubtless they would all sleep on the sidewalk such nights as this, as did nearly all of her guests. "Tomorrow," Jurgis said, when they were left alone, "tomorrow I will get a job, and perhaps Jonas will get one also; and then we can get a place of our own."
Later that afternoon he and Ona went out to take a walk and look about them, to see more of this district which was to be their home. In back of the yards the dreary two-story frame houses were scattered farther apart, and there were great spaces bare – that seemingly had been overlooked by the great sore of a city as it spread itself over the surface of the prairie. These bare places were grown up with dingy, yellow weeds, hiding innumerable tomato cans; innumerable children played upon them, chasing one another here and there, screaming and fighting. The most uncanny thing about this neighborhood was the number of the children; you thought there must be a school just out, and it was only after long acquaintance that you were able to realize that there was no school, but that these were the children of the neighborhood – that there were so many children to the block in Packingtown that nowhere on its streets could a horse and buggy move faster than a walk!

It could not move faster anyhow, on account of the state of the streets. Those through which Jurgis and Ona were walking resembled streets less than they did a miniature topographical map. The roadway was commonly several feet lower than the level of the houses, which were sometimes joined by high board walks; there were no pavements – there were mountains and valleys and rivers, gullies and ditches, and great hollows full of stinking green water. In these pools the children played, and rolled about in the mud of the streets; here and there one noticed them digging in it, after trophies which they had stumbled on. One wondered about this, as also about the swarms of flies which hung about the scene, literally blackening the air, and the
strange, fetid odor which assailed one's nostrils, a ghastly odor, of all the dead things of the universe. It impelled the visitor to questions and then the residents would explain, quietly, that all this was "made" land, and that it had been "made" by using it as a dumping ground for the city garbage. After a few years the unpleasant effect of this would pass away, it was said; but meantime, in hot weather – and especially when it rained – the flies were apt to be annoying. Was it not unhealthful? the stranger would ask, and the residents would answer, "Perhaps; but there is no telling."

A little way farther on, and Jurgis and Ona, staring open-eyed and wondering, came to the place where this "made" ground was in process of making. Here was a great hole, perhaps two city blocks square, and with long files of garbage wagons creeping into it. The place had an odor for which there are no polite words; and it was sprinkled over with children, who raked in it from dawn till dark. Sometimes visitors from the packing houses would wander out to see this "dump," and they would stand by and debate as to whether the children were eating the food they got, or merely collecting it for the chickens at home. Apparently none of them ever went down to find out.

Beyond this dump there stood a great brickyard, with smoking chimneys. First they took out the soil to make bricks, and then they filled it up again with garbage, which seemed to Jurgis and Ona a felicitous arrangement, characteristic of an enterprising country like America. A little way beyond was another great hole, which they had emptied and not yet filled up. This held water, and all summer it stood there, with the near-by soil draining into it, festering and stewing in the sun; and then, when
winter came, somebody cut the ice on it, and sold it to the people of the city. This, too, seemed to the newcomers an economical arrangement; for they did not read the newspapers, and their heads were not full of troublesome thoughts about "germs."

They stood there while the sun went down upon this scene, and the sky in the west turned blood-red, and the tops of the houses shone like fire. Jurgis and Ona were not thinking of the sunset, however – their backs were turned to it, and all their thoughts were of Packingtown, which they could see so plainly in the distance. The line of the buildings stood clear-cut and black against the sky; here and there out of the mass rose the great chimneys, with the river of smoke streaming away to the end of the world. It was a study in colors now, this smoke; in the sunset light it was black and brown and gray and purple. All the sordid suggestions of the place were gone – in the twilight it was a vision of power. To the two who stood watching while the darkness swallowed it up, it seemed a dream of wonder, with its talc of human energy, of things being done, of employment for thousands upon thousands of men, of opportunity and freedom, of life and love and joy. When they came away, arm in arm, Jurgis was saying, "Tomorrow I shall go there and get a job!"
Women in the American Industrial Revolution

Many women did not work during the American Industrial Revolution. The stereotype of the woman staying home and taking care of the children was still normal. However, women did make up 18% of the workforce by 1900 (Appleby, Brinkley, Broussard, McPherson, & Ritchie, 2006). Even though women did work, they still filled traditional women’s roles. For example, one-third of women worked as domestic servants (housekeepers and nannies); another third worked as teachers, sales clerks, and secretaries; and the last third worked in the light factories which was seen as appropriate for the female gender. Women did not make equal wages to men even if they performed the same job and worked the same amount of hours. The society’s traditional viewpoint was that the man needed the higher wage because the woman had a man at home to pay for everything. The American Federation of Labor even excluded women. However, many women did try to organize unions, but only a few were successful. The first union for women was the Women’s Trade Union League and it argued for an eight-hour workday, a minimum wage, an end to women working in the evening, and a stop to child labor. Women were viewed as belonging in the home or doing jobs appropriate to their gender.
In his capacity as delicatessen vender, Jokubas Szedvilas had many acquaintances. Among these was one of the special policemen employed by Durham, whose duty it frequently was to pick out men for employment. Jokubas had never tried it, but he expressed a certainty that he could get some of his friends a job through this man. It was agreed, after consultation, that he should make the effort with old Antanas and with Jonas. Jurgis was confident of his ability to get work for himself, unassisted by any one. As we have said before, he was not mistaken in this. He had gone to Brown's and stood there not more than half an hour before one of the bosses noticed his form towering above the rest, and signaled to him. The colloquy which followed was brief and to the point:

"Speak English?"

"No; Lit-uanian." (Jurgis had studied this word carefully.)

"Job?"

"Je." (A nod.)

"Worked here before?"

"No 'stand."

(Signals and gesticulations on the part of the boss. Vigorous shakes of the head by Jurgis.)

"Shovel guts?"

"No 'stand." (More shakes of the head.)
"Zarnos. Pagaikztis. Szluofa!" (Imitative motions.)

"Je."

"See door. Durys?" (Pointing.)

"Je."

"To-morrow, seven o'clock. Understand? Rytoj! Prieszpiety! Septyi!"

"Dekui, tamistai!" (Thank you, sir.) And that was all. Jurgis turned away, and then in a sudden rush the full realization of his triumph swept over him, and he gave a yell and a jump, and started off on a run. He had a job! He had a job! And he went all the way home as if upon wings, and burst into the house like a cyclone, to the rage of the numerous lodgers who had just turned in for their daily sleep.

Meantime Jokubas had been to see his friend the policeman, and received encouragement, so it was a happy party. There being no more to be done that day, the shop was left under the care of Lucija, and her husband sallied forth to show his friends the sights of Packingtown. Jokubas did this with the air of a country gentleman escorting a party of visitors over his estate; he was an old-time resident, and all these wonders had grown up under his eyes, and he had a personal pride in them. The packers might own the land, but he claimed the landscape, and there was no one to say nay to this.

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They passed down the busy street that led to the yards. It was still early morning, and everything was at its high tide of activity. A steady stream of employees was pouring
through the gate – employees of the higher sort, at this hour, clerks and stenographers and such. For the women there were waiting big two-horse wagons, which set off at a gallop as fast as they were filled. In the distance there was heard again the lowing of the cattle, a sound as of a far-off ocean calling. They followed it, this time, as eager as children in sight of a circus menagerie – which, indeed, the scene a good deal resembled. They crossed the railroad tracks, and then on each side of the street were the pens full of cattle; they would have stopped to look, but Jokubas hurried them on, to where there was a stairway and a raised gallery, from which everything could be seen. Here they stood, staring, breathless with wonder.

There is over a square mile of space in the yards, and more than half of it is occupied by cattle pens; north and south as far as the eye can reach there stretches a sea of pens. And they were all filled – so many cattle no one had ever dreamed existed in the world. Red cattle, black, white, and yellow cattle; old cattle and young cattle; great bellowing bulls and little calves not an hour born; meek-eyed milch cows and fierce, long-horned Texas steers. The sound of them here was as of all the barnyards of the universe; and as for counting them – it would have taken all day simply to count the pens. Here and there ran long alleys, blocked at intervals by gates; and Jokubas told them that the number of these gates was twenty-five thousand. Jokubas had recently been reading a newspaper article which was full of statistics such as that, and he was very proud as he repeated them and made his guests cry out with wonder. Jurgis too had a little of this sense of pride. Had he not just gotten a job, and become a
sharer in all this activity, a cog in this marvelous machine? Here and there about the alleys galloped men upon horseback, booted, and carrying long whips; they were very busy, calling to each other, and to those who were driving the cattle. They were drovers and stock raisers, who had come from far states, and brokers and commission merchants, and buyers for all the big packing houses.

Here and there they would stop to inspect a bunch of cattle, and there would be a parley, brief and businesslike. The buyer would nod or drop his whip, and that would mean a bargain; and he would note it in his little book, along with hundreds of others he had made that morning. Then Jokubas pointed out the place where the cattle were driven to be weighed, upon a great scale that would weigh a hundred thousand pounds at once and record it automatically. It was near to the east entrance that they stood, and all along this east side of the yards ran the railroad tracks, into which the cars were run, loaded with cattle. All night long this had been going on, and now the pens were full; by tonight they would all be empty, and the same thing would be done again.

"And what will become of all these creatures?" cried Teta Elzbieta.

"By tonight," Jokubas answered, "they will all be killed and cut up; and over there on the other side of the packing houses are more railroad tracks, where the cars come to take them away."

There were two hundred and fifty miles of track within the yards, their guide went on to tell them. They brought about ten thousand head of cattle every day, and as many hogs, and half as many sheep – which meant some eight or ten million live
creatures turned into food every year. One stood and watched, and little by little
catched the drift of the tide, as it set in the direction of the packing houses. There were
groups of cattle being driven to the chutes, which were roadways about fifteen feet
wide, raised high above the pens. In these chutes the stream of animals was
continuous; it was quite uncanny to watch them, pressing on to their fate, all
unsuspicious a very river of death. Our friends were not poetical, and the sight
suggested to them no metaphors of human destiny; they thought only of the wonderful
efficiency of it all. The chutes into which the hogs went climbed high up – to the very
top of the distant buildings; and Jokubas explained that the hogs went up by the power
of their own legs, and then their weight carried them back through all the processes
necessary to make them into pork.

"They don't waste anything here," said the guide, and then he laughed and
added a witticism, which he was pleased that his unsophisticated friends should take to
be his own: "They use everything about the hog except the squeal." In front of
Brown's General Office building there grows a tiny plot of grass, and this, you may
learn, is the only bit of green thing in Packingtown; likewise this jest about the hog
and his squeal, the stock in trade of all the guides, is the one gleam of humor that you
will find there.

After they had seen enough of the pens, the party went up the street, to the
mass of buildings which occupy the center of the yards. These buildings, made of
brick and stained with innumerable layers of Packingtown smoke, were painted all
over with advertising signs, from which the visitor realized suddenly that he had come to the home of many of the torments of his life. It was here that they made those products with the wonders of which they pestered him so – by placards that defaced the landscape when he traveled, and by staring advertisements in the newspapers and magazines – by silly little jingles that he could not get out of his mind, and gaudy pictures that lurked for him around every street corner. Here was where they made Brown's Imperial Hams and Bacon, Brown's Dressed Beef, Brown's Excelsior Sausages! Here was the headquarters of Durham's Pure Leaf Lard, of Durham's Breakfast Bacon, Durham's Canned Beef, Potted Ham, Deviled Chicken, Peerless Fertilizer!

Entering one of the Durham buildings, they found a number of other visitors waiting; and before long there came a guide, to escort them through the place. They make a great feature of showing strangers through the packing plants, for it is a good advertisement. But Ponas Jokubas whispered maliciously that the visitors did not see any more than the packers wanted them to. They climbed a long series of stairways outside of the building, to the top of its five or six stories. Here was the chute, with its river of hogs, all patiently toiling upward; there was a place for them to rest to cool off, and then through another passageway they went into a room from which there is no returning for hogs.

It was a long, narrow room, with a gallery along it for visitors. At the head there was a great iron wheel, about twenty feet in circumference, with rings here and
there along its edge. Upon both sides of this wheel there was a narrow space, into which came the hogs at the end of their journey; in the midst of them stood a great burly Negro, bare-armed and bare-chested. He was resting for the moment, for the wheel had stopped while men were cleaning up. In a minute or two, however, it began slowly to revolve, and then the men upon each side of it sprang to work. They had chains which they fastened about the leg of the nearest hog, and the other end of the chain they hooked into one of the rings upon the wheel. So, as the wheel turned, a hog was suddenly jerked off his feet and borne aloft.

At the same instant the car was assailed by a most terrifying shriek; the visitors started in alarm, the women turned pale and shrunk back. The shriek was followed by another, louder and yet more agonizing – for once started upon that journey, the hog never came back; at the top of the wheel he was shunted off upon a trolley, and went sailing down the room. And meantime another was swung up, and then another, and another, until there was a double line of them, each dangling by a foot and kicking in frenzy – and squealing. The uproar was appalling, perilous to the eardrums; one feared there was too much sound for the room to hold – that the walls must give way or the ceiling crack. There were high squeals and low squeals, grunts, and wails of agony; there would come a momentary lull, and then a fresh outburst, louder than ever, surging up to a deafening climax. It was too much for some of the visitors – the men would look at each other, laughing nervously, and the women would stand with hands clenched, and the blood rushing to their faces, and the tears starting in their eyes.
Meantime, heedless of all these things, the men upon the floor were going about their work. Neither squeals of hogs nor tears of visitors made any difference to them; one by one they hooked up the hogs, and one by one with a swift stroke they slit their throats. There was a long line of hogs, with squeals and lifeblood ebbing away together; until at last each started again, and vanished with a splash into a huge vat of boiling water.

It was all so very businesslike that one watched it fascinated. It was porkmaking by machinery, porkmaking by applied mathematics. And yet somehow the most matter-of-fact person could not help thinking of the hogs; they were so innocent, they came so very trustingly; and they were so very human in their protests – and so perfectly within their rights! They had done nothing to deserve it; and it was adding insult to injury, as the thing was done here, swinging them up in this cold-blooded, impersonal way, without a pretense of apology, without the homage of a tear. Now and then a visitor wept, to be sure; but this slaughtering machine ran on, visitors or no visitors. It was like some horrible crime committed in a dungeon, all unseen and unheeded, buried out of sight and of memory.

One could not stand and watch very long without becoming philosophical, without beginning to deal in symbols and similes, and to hear the hog squeal of the universe. Was it permitted to believe that there was nowhere upon the earth, or above the earth, a heaven for hogs, where they were requited for all this suffering? Each one of these hogs was a separate creature. Some were white hogs, some were black; some
were brown, some were spotted; some were old, some young; some were long and lean, some were monstrous. And each of them had an individuality of his own, a will of his own, a hope and a heart's desire; each was full of self-confidence, of self-importance, and a sense of dignity. And trusting and strong in faith he had gone about his business, the while a black shadow hung over him and a horrid Fate waited in his pathway. Now suddenly it had swooped upon him, and had seized him by the leg. Relentless, remorseless, it was; all his protests, his screams, were nothing to it – it did its cruel will with him, as if his wishes, his feelings, had simply no existence at all; it cut his throat and watched him gasp out his life. And now was one to believe that there was nowhere a god of hogs, to whom this hog personality was precious, to whom these hog squeals and agonies had a meaning? Who would take this hog into his arms and comfort him, reward him for his work well done, and show him the meaning of his sacrifice? Perhaps some glimpse of all this was in the thoughts of our humble-minded Jurgis, as he turned to go on with the rest of the party, and muttered: "Dieve – but I'm glad I'm not a hog!"

The carcass hog was scooped out of the vat by machinery, and then it fell to the second floor, passing on the way through a wonderful machine with numerous scrapers, which adjusted themselves to the size and shape of the animal, and sent it out at the other end with nearly all of its bristles removed. It was then again strung up by machinery, and sent upon another trolley ride; this time passing between two lines of men, who sat upon a raised platform, each doing a certain single thing to the carcass as
it came to him. One scraped the outside of a leg; another scraped the inside of the same leg. One with a swift stroke cut the throat; another with two swift strokes severed the head, which fell to the floor and vanished through a hole. Another made a slit down the body; a second opened the body wider; a third with a saw cut the breastbone; a fourth loosened the entrails; a fifth pulled them out – and they also slid through a hole in the floor. There were men to scrape each side and men to scrape the back; there were men to clean the carcass inside, to trim it and wash it. Looking down this room, one saw, creeping slowly, a line of dangling hogs a hundred yards in length; and for every yard there was a man, working as if a demon were after him. At the end of this hog's progress every inch of the carcass had been gone over several times; and then it was rolled into the chilling room, where it stayed for twenty-four hours, and where a stranger might lose himself in a forest of freezing hogs.

Before the carcass was admitted here, however, it had to pass a government inspector, who sat in the doorway and felt of the glands in the neck for tuberculosis. This government inspector did not have the manner of a man who was worked to death; he was apparently not haunted by a fear that the hog might get by him before he had finished his testing. If you were a sociable person, he was quite willing to enter into conversation with you, and to explain to you the deadly nature of the ptomaines which are found in tubercular pork; and while he was talking with you you could hardly be so ungrateful as to notice that a dozen carcasses were passing him untouched. This inspector wore a blue uniform, with brass buttons, and he gave an
atmosphere of authority to the scene, and, as it were, put the stamp of official approval upon the things which were done in Durham's.

Jurgis went down the line with the rest of the visitors, staring openmouthed, lost in wonder. He had dressed hogs himself in the forest of Lithuania; but he had never expected to live to see one hog dressed by several hundred men. It was like a wonderful poem to him, and he took it all in guilelessly – even to the conspicuous signs demanding immaculate cleanliness of the employees. Jurgis was vexed when the cynical Jokubas translated these signs with sarcastic comments, offering to take them to the secret rooms where the spoiled meats went to be doctored.

The party descended to the next floor, where the various waste materials were treated. Here came the entrails, to be scraped and washed clean for sausage casings; men and women worked here in the midst of a sickening stench, which caused the visitors to hasten by, gasping. To another room came all the scraps to be "tanked," which meant boiling and pumping off the grease to make soap and lard; below they took out the refuse, and this, too, was a region in which the visitors did not linger. In still other places men were engaged in cutting up the carcasses that had been through the chilling rooms. First there were the "splitters," the most expert workmen in the plant, who earned as high as fifty cents an hour, and did not a thing all day except chop hogs down the middle. Then there were "cleaver men," great giants with muscles of iron; each had two men to attend him – to slide the half carcass in front of him on the table, and hold it while he chopped it, and then turn each piece so that he might
chop it once more. His cleaver had a blade about two feet long, and he never made but
one cut; he made it so neatly, too, that his implement did not smite through and dull
itself – there was just enough force for a perfect cut, and no more. So through various
yawing holes there slipped to the floor below – to one room hams, to another
forequarters, to another sides of pork. One might go down to this floor and see the
pickling rooms, where the hams were put into vats, and the great smoke rooms, with
their airtight iron doors. In other rooms they prepared salt pork – there were whole
cellars full of it, built up in great towers to the ceiling. In yet other rooms they were
putting up meats in boxes and barrels, and wrapping hams and bacon in oiled paper,
sealing and labeling and sewing them. From the doors of these rooms went men with
loaded trucks, to the platform where freight cars were waiting to be filled; and one
went out there and realized with a start that he had come at last to the ground floor of
this enormous building.

Then the party went across the street to where they did the killing of beef –
where every hour they turned four or five hundred cattle into meat. Unlike the place
they had left, all this work was done on one floor; and instead of there being one line
of carcasses which moved to the workmen, there were fifteen or twenty lines, and the
men moved from one to another of these. This made a scene of intense activity, a
picture of human power wonderful to watch. It was all in one great room, like a circus
amphitheater, with a gallery for visitors running over the center.
Along one side of the room ran a narrow gallery, a few feet from the floor; into which gallery the cattle were driven by men with goads which gave them electric shocks. Once crowded in here, the creatures were prisoned, each in a separate pen, by gates that shut, leaving them no room to turn around; and while they stood bellowing and plunging, over the top of the pen there leaned one of the "knockers," armed with a sledge hammer, and watching for a chance to deal a blow. The room echoed with the thuds in quick succession, and the stamping and kicking of the steers. The instant the animal had fallen, the "knocker" passed on to another; while a second man raised a lever, and the side of the pen was raised, and the animal, still kicking and struggling, slid out to the "killing bed." Here a man put shackles about one leg, and pressed another lever, and the body was jerked up into the air. There were fifteen or twenty such pens, and it was a matter of only a couple of minutes to knock fifteen or twenty cattle and roll them out. Then once more the gates were opened, and another lot rushed in; and so out of each pen there rolled a steady stream of carcasses, which the men upon the killing beds had to get out of the way.

The manner in which they did this was something to be seen and never forgotten. They worked with furious intensity, literally upon the run – at a pace with which there is nothing to be compared except a football game. It was all highly specialized labor, each man having his task to do; generally this would consist of only two or three specific cuts, and he would pass down the line of fifteen or twenty carcasses, making these cuts upon each. First there came the "butcher," to bleed them;
this meant one swift stroke, so swift that you could not see it – only the flash of the knife; and before you could realize it, the man had darted on to the next line, and a stream of bright red was pouring out upon the floor. This floor was half an inch deep with blood, in spite of the best efforts of men who kept shoveling it through holes; it must have made the floor slippery, but no one could have guessed this by watching the men at work.

The carcass hung for a few minutes to bleed; there was no time lost, however, for there were several hanging in each line, and one was always ready. It was let down to the ground, and there came the "headsman," whose task it was to sever the head, with two or three swift strokes. Then came the "floorsman," to make the first cut in the skin; and then another to finish ripping the skin down the center; and then half a dozen more in swift succession, to finish the skinning. After they were through, the carcass was again swung up; and while a man with a stick examined the skin, to make sure that it had not been cut, and another rolled it tip and tumbled it through one of the inevitable holes in the floor, the beef proceeded on its journey. There were men to cut it, and men to split it, and men to gut it and scrape it clean inside. There were some with hose which threw jets of boiling water upon it, and others who removed the feet and added the final touches. In the end, as with the hogs, the finished beef was run into the chilling room, to hang its appointed time.

The visitors were taken there and shown them, all neatly hung in rows, labeled conspicuously with the tags of the government inspectors – and some, which had been
killed by a special process, marked with the sign of the kosher rabbi, certifying that it was fit for sale to the orthodox. And then the visitors were taken to the other parts of the building, to see what became of each particle of the waste material that had vanished through the floor; and to the pickling rooms, and the salting rooms, the canning rooms, and the packing rooms, where choice meat was prepared for shipping in refrigerator cars, destined to be eaten in all the four corners of civilization. 

Afterward they went outside, wandering about among the mazes of buildings in which was done the work auxiliary to this great industry. There was scarcely a thing needed in the business that Durham and Company did not make for themselves. There was a great steam power plant and an electricity plant. There was a barrel factory, and a boiler-repair shop. There was a building to which the grease was piped, and made into soap and lard; and then there was a factory for making lard cans, and another for making soap boxes. There was a building in which the bristles were cleaned and dried, for the making of hair cushions and such things; there was a building where the skins were dried and tanned, there was another where heads and feet were made into glue, and another where bones were made into fertilizer. No tiniest particle of organic matter was wasted in Durham's. Out of the horns of the cattle they made combs, buttons, hairpins, and imitation ivory; out of the shinbones and other big bones they cut knife and toothbrush handles, and mouthpieces for pipes; out of the hoofs they cut hairpins and buttons, before they made the rest into glue. From such things as feet, knuckles, hide clippings, and sinews came such strange and unlikely products as
gelatin, isinglass, and phosphorus, bone black, shoe blacking, and bone oil. They had curled-hair works for the cattle tails, and a "wool pullery" for the sheepskins; they made pepsin from the stomachs of the pigs, and albumen from the blood, and violin strings from the ill-smelling entrails. When there was nothing else to be done with a thing, they first put it into a tank and got out of it all the tallow and grease, and then they made it into fertilizer. All these industries were gathered into buildings near by, connected by galleries and railroads with the main establishment; and it was estimated that they had handled nearly a quarter of a billion of animals since the founding of the plant by the elder Durham a generation and more ago. If you counted with it the other big plants – and they were now really all one – it was, so Jokubas informed them, the greatest aggregation of labor and capital ever gathered in one place. It employed thirty thousand men; it supported directly two hundred and fifty thousand people in its neighborhood, and indirectly it supported half a million. It sent its products to every country in the civilized world, and it furnished the food for no less than thirty million people!

To all of these things our friends would listen openmouthed – it seemed to them impossible of belief that anything so stupendous could have been devised by mortal man. That was why to Jurgis it seemed almost profanity to speak about the place as did Jokubas, skeptically; it was a thing as tremendous as the universe – the laws and ways of its working no more than the universe to be questioned or understood. All that a mere man could do, it seemed to Jurgis, was to take a thing like
this as he found it, and do as he was told; to be given a place in it and a share in its wonderful activities was a blessing to be grateful for, as one was grateful for the sunshine and the rain. Jurgis was even glad that he had not seen the place before meeting with his triumph, for he felt that the size of it would have overwhelmed him. But now he had been admitted – he was a part of it all! He had the feeling that this whole huge establishment had taken him under its protection, and had become responsible for his welfare. So guileless was he, and ignorant of the nature of business, that he did not even realize that he had become an employee of Brown's, and that Brown and Durham were supposed by all the world to be deadly rivals – were even required to be deadly rivals by the law of the land, and ordered to try to ruin each other under penalty of fine and imprisonment!
African Americans During the American Industrial Revolution

Main Idea: The Civil War abolished or ended slavery and freed African Americans. However, African Americans were still denied the right to vote and southern states began segregating whites and African Americans.

African Americans were “free” after the Civil War. “How free?” is the question. Reconstruction was not very successful in helping African Americans get jobs and start a new life. Most African Americans continued to be enslaved by poverty and the lack of jobs. Some African Americans stayed on the farms on which they had been slaves tried to buy their own land. They formed the Colored Farmers’ National Alliance and joined the Populist Party, which will be discussed later. But many of these African Americans did not make a good living and were always in debt.

Because of these poor living conditions, many African Americans moved to the cities with the hope of finding work and beginning a new way of life. Many went to the northern states where racism was less of a problem and they could find better jobs in factories or in the cities. Unfortunately, many were still treated unfairly. They were paid less than white Americans, would only get hired in labor type jobs, and were still seen as second-class people.
The Right to Vote - Sort of...

Important: The 15th Amendment to the United States Constitution says that no state or person could deny another person the right vote because of race or color. But, states passed laws requiring that people who could vote had to be able to read or own land and had to pay a poll tax (money) to vote. Most African Americans could not read, did not own land, and did not have the money to pay to vote. Thus, the southern states used these requirements to deny African Americans the right to vote. These requirements did leave some of the poor whites out too but the southern states took care of that by putting in a “grandfather clause.” This grandfather clause allowed any man to vote if he had an ancestor like a grandfather or great grandfather who could vote. Most African Americans still could not vote because of the requirements to read or own property and none of them had ancestors who had voted since their ancestors would have been slaves.

Segregation

Segregation means separating white and African Americans in public places. For example, African Americans could not go to the same stores or restaurants as white Americans and they had to stand in different lines from white Americans. Segregation affected all parts of African Americans’ lives in the South. Segregation in the southern states became known as Jim Crow laws. Laws that protected African Americans’ rights during Reconstruction were changed and states were free to segregate white and African Americans. One of the most famous court cases was
Plessey vs. Ferguson. In 1892, an African American man, Homer Plessey, from Louisiana did not agree with the fact that he had to ride in a different railroad car than white Americans. The court decided that “separate but equal” was legal. This meant that segregation was legal as long as the public places that African Americans used were equal to those of white Americans. This court case let segregation go on for another sixty years. The “equal” part was ignored and most places, transportation, and facilities that African Americans used were far from equal to those of white Americans.

However, many African Americans fought back against the unfair treatment. For example, Ida B. Wells protested the hangings of African Americans; Booker T. Washington spoke about getting African Americans out of poverty; and W.E.B. Du Bois wrote a very famous book called The Souls of Black Folk, and he argued for the right to vote and end segregation and racism. African Americans had a very long journey ahead to end segregation and racism.
**Reflection Question:** Write about your reaction after reading this section. What were your emotions? Describe what surprised you or was the most interesting thing you learned from reading this section.
The Jungle Chapter 8

Yet even by this deadly winter the germ of hope was not to be kept from sprouting in their hearts. It was just at this time that the great adventure befell Marija. The victim was Tamoszius Kuszleika, who played the violin. Everybody laughed at them, for Tamoszius was petite and frail, and Marija could have picked him up and carried him off under one arm. But perhaps that was why she fascinated him; the sheer volume of Marija's energy was overwhelming. That first night at the wedding Tamoszius had hardly taken his eyes off her; and later on, when he came to find that she had really the heart of a baby, her voice and her violence ceased to terrify him, and he got the habit of coming to pay her visits on Sunday afternoons. There was no place to entertain company except in the kitchen, in the midst of the family, and Tamoszius would sit there with his hat between his knees, never saying more than half a dozen words at a time, and turning red in the face before he managed to say those; until finally Jurgis would clap him upon the back, in his hearty way, crying, "Come now, brother, give us a tune." And then Tamoszius' face would light up and he would get out his fiddle, tuck it under his chin, and play. And forthwith the soul of him would flame up and become eloquent – it was almost an impropriety, for all the while his gaze would be fixed upon Marija's face, until she would begin to turn red and lower her eyes. There was no resisting the music of Tamoszius, however; even the children would sit awed and wondering, and the tears would run down Teta Elzbieta's cheeks.
A wonderful privilege it was to be thus admitted into the soul of a man of genius, to be allowed to share the ecstasies and the agonies of his inmost life.

Then there were other benefits accruing to Marija from this friendship – benefits of a more substantial nature. People paid Tamoszius big money to come and make music on state occasions; and also they would invite him to parties and festivals, knowing well that he was too good-natured to come without his fiddle, and that having brought it, he could be made to play while others danced. Once he made bold to ask Marija to accompany him to such a party, and Marija accepted, to his great delight – after which he never went anywhere without her, while if the celebration were given by friends of his, he would invite the rest of the family also. In any case Marija would bring back a huge pocketful of cakes and sandwiches for the children, and stories of all the good things she herself had managed to consume. She was compelled, at these parties, to spend most of her time at the refreshment table, for she could not dance with anybody except other women and very old men; Tamoszius was of an excitable temperament, and afflicted with a frantic jealousy, and any unmarried man who ventured to put his arm about the ample waist of Marija would be certain to throw the orchestra out of tune.

It was a great help to a person who had to toil all the week to be able to look forward to some such relaxation as this on Saturday nights. The family was too poor and too hardworked to make many acquaintances; in Packingtown, as a rule, people know only their near neighbors and shopmates, and so the place is like a myriad of
little country villages. But now there was a member of the family who was permitted to travel and widen her horizon; and so each week there would be new personalities to talk about, – how so-and-so was dressed, and where she worked, and what she got, and whom she was in love with; and how this man had jilted his girl, and how she had quarreled with the other girl, and what had passed between them; and how another man beat his wife, and spent all her earnings upon drink, and pawned her very clothes. Some people would have scorned this talk as gossip; but then one has to talk about what one knows.

It was one Saturday night, as they were coming home from a wedding, that Tamoszius found courage, and set down his violin case in the street and spoke his heart; and then Marija clasped him in her arms. She told them all about it the next day, and fairly cried with happiness, for she said that Tamoszius was a lovely man. After that he no longer made love to her with his fiddle, but they would sit for hours in the kitchen, blissfully happy in each other's arms; it was the tacit convention of the family to know nothing of what was going on in that corner.

They were planning to be married in the spring, and have the garret of the house fixed up, and live there. Tamoszius made good wages; and little by little the family were paying back their debt to Marija, so she ought soon to have enough to start life upon – only, with her preposterous softheartedness, she would insist upon spending a good part of her money every week for things which she saw they needed. Marija was really the capitalist of the party, for she had become an expert can painter
by this time – she was getting fourteen cents for every hundred and ten cans, and she could paint more than two cans every minute. Marija felt, so to speak, that she had her hand on the throttle, and the neighborhood was vocal with her rejoicings.

Yet her friends would shake their heads and tell her to go slow; one could not count upon such good fortune forever – there were accidents that always happened. But Marija was not to be prevailed upon, and went on planning and dreaming of all the treasures she was going to have for her home; and so, when the crash did come, her grief was painful to see.

For her canning factory shut down! Marija would about as soon have expected to see the sun shut down – the huge establishment had been to her a thing akin to the planets and the seasons. But now it was shut! And they had not given her any explanation, they had not even given her a day's warning; they had simply posted a notice one Saturday that all hands would be paid off that afternoon, and would not resume work for at least a month! And that was all that there was to it – her job was gone!

It was the holiday rush that was over, the girls said in answer to Marija's inquiries; after that there was always a slack. Sometimes the factory would start up on half time after a while, but there was no telling – it had been known to stay closed until way into the summer. The prospects were bad present, for truckmen who worked in the storerooms said that these were piled up to the ceilings, so that the firm
could not have found room for another week's output of cans. And they had turned off three-quarters of these men, which was a still worse sign, since it meant that there were no orders to be filled. It was all a swindle, can-painting, said the girls – you were crazy with delight because you were making twelve or fourteen dollars a week, and saving half of it; but you had to spend it all keeping alive while you were out, and so your pay was really only half what you thought.

Marija came home, and because she was a person who could not rest without danger of explosion, they first had a great house cleaning, and then she set out to search Packingtown for a job to fill up the gap. As nearly all the canning establishments were shut down, and all the girls hunting work, it will be readily understood that Marija did not find any. Then she took to trying the stores and saloons, and when this failed she even traveled over into the far-distant regions near the lake front, where lived the rich people in great palaces, and begged there for some sort of work that could be done by a person who did not know English.

The men upon the killing beds felt also the effects of the slump which had turned Marija out; but they felt it in a different way, and a way which made Jurgis understand at last all their bitterness. The big packers did not turn their hands off and close down, like the canning factories; but they began to run for shorter and shorter hours. They had always required the men to be on the killing beds and ready for work at seven
o'clock, although there was almost never any work to be done till the buyers out in the yards had gotten to work, and some cattle had come over the chutes. That would often be ten or eleven o'clock, which was bad enough, in all conscience; but now, in the slack season, they would perhaps not have a thing for their men to do till late in the afternoon. And so they would have to loaf around, in a place where the thermometer might be twenty degrees below zero! At first one would see them running about, or skylarking with each other, trying to keep warm; but before the day was over they would become quite chilled through and exhausted, and, when the cattle finally came, so near frozen that to move was an agony. And then suddenly the place would spring into activity, and the merciless "speeding-up" would begin!

There were weeks at a time when Jurgis went home after such a day as this with not more than two hours' work to his credit – which meant about thirty – five cents. There were many days when the total was less than half an hour, and others when there was none at all. The general average was six hours a day, which meant for Jurgis about six dollars a week; and this six hours of work would be done after standing on the killing bed till one o'clock, or perhaps even three or four o'clock, in the afternoon. Like as not there would come a rush of cattle at the very end of the day, which the men would have to dispose of before they went home, often working by electric light till nine or ten, or even twelve or one o'clock, and without a single instant for a bite of supper. The men were at the mercy of the cattle. Perhaps the buyers would be holding off for better prices – if they could scare the shippers into thinking that they
meant to buy nothing that day, they could get their own terms. For some reason the cost of fodder for cattle in the yards was much above the market price –

and you were not allowed to bring your own fodder! Then, too, a number of cars were apt to arrive late in the day, now that the roads were blocked with snow, and the packers would buy their cattle that night, to get them cheaper, and then would come into play their ironclad rule, that all cattle must be killed the same day they were bought. There was no use kicking about this – there had been one delegation after another to see the packers about it, only to be told that it was the rule, and that there was not the slightest chance of its ever being altered. And so on Christmas Eve Jurgis worked till nearly one o'clock in the morning, and on Christmas Day he was on the killing bed at seven o'clock.

All this was bad; and yet it was not the worst. For after all the hard work a man did, he was paid for only part of it. Jurgis had once been among those who scoffed at the idea of these huge concerns cheating; and so now he could appreciate the bitter irony of the fact that it was precisely their size which enabled them to do it with impunity. ne of the rules on the killing beds was that a man who was one minute late was docked an hour; and this was economical, for he was made to work the balance of the hour – he was not allowed to stand round and wait. And on the other hand if he came ahead of time he got no pay for that – though often the bosses would start up the gang ten or fifteen minutes before the whistle. And this same custom they carried over to the end of the day; they did not pay for any fraction of an hour – for "broken time."
A man might work full fifty minutes, but if there was no work to fill out the hour, there was no pay for him. Thus the end of every day was a sort of lottery – a struggle, all but breaking into open war between the bosses and the men, the former trying to rush a job through and the latter trying to stretch it out. Jurgis blamed the bosses for this, though the truth to be told it was not always their fault; for the packers kept them frightened for their lives – and when one was in danger of falling behind the standard, what was easier than to catch up by making the gang work awhile "for the church"? This was a savage witticism the men had, which Jurgis had to have explained to him. Old man Jones was great on missions and such things, and so whenever they were doing some particularly disreputable job, the men would wink at each other and say, "Now we're working for the church!"

One of the consequences of all these things was that Jurgis was no longer perplexed when he heard men talk of fighting for their rights. He felt like fighting now himself; and when the Irish delegate of the butcher-helpers' union came to him a second time, he received him in a far different spirit. A wonderful idea it now seemed to Jurgis, this of the men – that by combining they might be able to make a stand and conquer the packers! Jurgis wondered who had first thought of it; and when he was told that it was a common thing for men to do in America, he got the first inkling of a meaning in the phrase "a free country." The delegate explained to him how it depended upon their being able to get every man to join and stand by the organization, and so Jurgis signified that he was willing to do his share. Before another month was
by, all the working members of his family had union cards, and wore their union buttons conspicuously and with pride. For fully a week they were quite blissfully happy, thinking that belonging to a union meant an end to all their troubles.

But only ten days after she had joined, Marija's canning factory closed down, and that blow quite staggered them. They could not understand why the union had not prevented it, and the very first time she attended a meeting Marija got up and made a speech about it. It was a business meeting, and was transacted in English, but that made no difference to Marija; she said what was in her, and all the pounding of the chairman's gavel and all the uproar and confusion in the room could not prevail. Quite apart from her own troubles she was boiling over with a general sense of the injustice of it, and she told what she thought of the packers, and what she thought of a world where such things were allowed to happen; and then, while the echoes of the hall rang with the shock of her terrible voice, she sat down again and fanned herself, and the meeting gathered itself together and proceeded to discuss the election of a recording secretary.

Jurgis too had an adventure the first time he attended a union meeting, but it was not of his own seeking. Jurgis had gone with the desire to get into an inconspicuous corner and see what was done; but this attitude of silent and open-eyed attention had marked him out for a victim. Tommy Finnegan was a little Irishman, with big staring eyes and a wild aspect, a "hoister" by trade, and badly cracked. Somewhere back in the far-distant past Tommy Finnegan had had a strange
experience, and the burden of it rested upon him. All the balance of his life he had
done nothing but try to make it understood. When he talked he caught his victim by
the buttonhole, and his face kept coming closer and closer – which was trying, because
his teeth were so bad. Jurgis did not mind that, only he was frightened. The method of
operation of the higher intelligences was Tom Finnegan's theme, and he desired to find
out if Jurgis had ever considered that the representation of things in their present
similarity might be altogether unintelligible upon a more elevated plane. There were
assuredly wonderful mysteries about the developing of these things; and then,
becoming confidential, Mr. Finnegan proceeded to tell of some discoveries of his own.
"If ye have iver had onything to do wid shperrits," said he, and looked inquiringly at
Jurgis, who kept shaking his head. "Niver mind, niver mind," continued the other, "but
their influences may be operatin' upon ye; it's shure as I'm tellin' ye, it's them that has
the reference to the immejit surroundin's that has the most of power. It was vouchsafed
to me in me youthful days to be acquainted with shperrits" and so Tommy Finnegan
went on, expounding a system of philosophy, while the perspiration came out on
Jurgis' forehead, so great was his agitation and embarrassment. In the end one of the
men, seeing his plight, came over and rescued him; but it was some time before he
was able to find any one to explain things to him, and meanwhile his fear lest the
strange little Irishman should get him cornered again was enough to keep him dodging
about the room the whole evening.
He never missed a meeting, however. He had picked up a few words of English by this time, and friends would help him to understand. They were often very turbulent meetings, with half a dozen men declaiming at once, in as many dialects of English; but the speakers were all desperately in earnest, and Jurgis was in earnest too, for he understood that a fight was on, and that it was his fight. Since the time of his disillusionment, Jurgis had sworn to trust no man, except in his own family; but here he discovered that he had brothers in affliction, and allies. Their one chance for life was in union, and so the struggle became a kind of crusade. Jurgis had always been a member of the church, because it was the right thing to be, but the church had never touched him, he left all that for the women. Here, however, was a new religion – one that did touch him, that took hold of every fiber of him; and with all the zeal and fury of a convert he went out as a missionary. There were many nonunion men among the Lithuanians, and with these he would labor and wrestle in prayer, trying to show them the right. Sometimes they would be obstinate and refuse to see it, and Jurgis, alas, was not always patient! He forgot how he himself had been blind, a short time ago – after the fashion of all crusaders since the original ones, who set out to spread the gospel of Brotherhood by force of arms.
**Change in Mood**

**Directions:** Complete this graphic organizer about Chapters 2, 3, and 8 from *The Jungle*. The characters change dramatically from the beginning of the novel to the end because of their jobs and other events in their lives. Explain how a main character’s mood changes from one chapter to the next. Make sure to include examples of why their mood in the novel has changed.

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<thead>
<tr>
<th>Mood of the Characters in Chapter 2</th>
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<th>Mood of the Characters in Chapter 3</th>
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<th>Mood of the Characters in Chapter 8</th>
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Describe how the problems in society are represented through Jurgis, Ona, and other characters that you have read about.
**It’s Time to Connect!**

**Directions:** Complete the Venn diagram to see what information is the same in your KWL charts and the book *The Jungle*.

<table>
<thead>
<tr>
<th>Week 2 Reading Sections</th>
<th>What’s the Same</th>
<th><em>The Jungle</em></th>
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Compare and Contrast

**Directions:** Write about one page comparing and contrasting what you learned from this week’s sections and your KWL charts to what you read in *The Jungle*. Write about what was similar and what was different.

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Assignment Page
The American Industrial Revolution
Week 3: Immigration, Growth of Cities, Social Reform

History Standard 11.2.1: Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s The Jungle.

History Standard 11.2.2: Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

History Standard 11.2.3: Trace the effect of the Americanization movement.

History Standard 11.1.4: Examine the effects of the Civil War and Reconstruction and of the Industrial Revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.

History Standard 11.3.3: Cite incidences of religious intolerance in the United States.

History Standard 11.2.7: Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

Day 1
☐ Complete the graphic organizer labeled “Your Immigration.”

☐ Read the section called “Immigration.” Highlight interesting and important facts as you read. Take notes.

☐ Read the Week 3 Day 1 Primary Source interview from Phillipe Lemay.

☐ Answer comprehension questions about the “Immigration” section and Lemay’s interview.

☐ Look over the final project directions and rubrics and begin forming your topic.
Day 2
☐ After looking over the “Immigration” section and your notes, do a quick write on how you would feel about coming to a new country where you did not know the language. Directions are on the page called “Immigration Quick Write.”

☐ Read the primary source “Chinese vs. Negroes as American Citizens” and answer the questions at the end.

☐ Read the section “Growth of Cities in the American Industrial Revolution.” Take notes.

☐ Draw and/or color what America looked like before the American Industrial Revolution and after. The pictures should represent what you have learned from this unit and what your interpretation is of how America transformed.

☐ Continue working on your final project.

Day 3
☐ Complete the two lists on the page labeled “Yesterday’s Problems and Today’s Problems.” You will list some of the problems in big cities during the American Industrial Revolution and then in the other column you will list the some of the major problems in big cities today.

☐ Read the section called “Social Reform.”

☐ Read Chapter 9 of Upton Sinclair’s The Jungle.

☐ Complete the graphic organizer called “Jurgis’ City.” How does Jurgis describe the part of Chicago in which he lives and works? Make sure to include examples from the novel to explain your thoughts.

☐ Continue working on your final project.

Day 4
☐ Reread the section “Social Reform.” Make a list of programs that are in place today to help those in need. Look some up online if you need help. Keywords to look up are government aid programs.
Complete the Venn diagram comparing some of the social reforms from the American Industrial Revolution to today’s programs for those in need.

Read Chapter 14 of Upton Sinclair’s *The Jungle*.

Write a one-page response: Using the knowledge from the sections you have read and from the novel, describe which problems social reform is trying to fix. Were these reforms successful?

Continue working on the final project.

**Day 5**

Take today to catch-up on any work that still needs to be completed.

Spend five minutes thinking about all the new things that you have learned over the past three weeks. See how many things you can relate to things that still happen today.

Read Chapter 31 of Upton Sinclair’s *The Jungle*.

Write a reflection about your feelings with the issues that Upton Sinclair brought up in *The Jungle*. Do this on the page called “The Jungle Reflection.”

Also, spend most of Day 5 on your final project.
Directions: Complete the graphic organizer about the experience you think you would have if you immigrated to a country where you did not speak the language. If you have experienced this, then write about your life.
Immigration

**Big Idea:** America became one of the most diverse countries in the world during the American Industrial Revolution. The population in urban areas of the United States tripled after the Civil War. Immigrants came to America in hope of improving their lives and trying to get the “American Dream.” They wanted to find higher paying jobs, modern technology, and have freedoms that they did not have in their home countries. Because so many people came to America and then moved to the cities, there was a need for new construction of buildings and bridges. This meant that there were more jobs for people to fill. But, with so many more people moving to the cities, problems started with crime, disease, overcrowding, and unclean streets. To fight these problems, political machines tried to help those in need.

During the American Industrial Revolution, most of the immigrants came from Europe and Asia. Many European immigrants moved to the United States because they wanted to find better jobs instead of working on their poor farms. Also, the United States at this point did not have many rules or restrictions regarding immigrants. Some Europeans left because they did not want to fight in war or wanted to escape from religious persecution (harming or oppressing people because of their religion).

**European Immigrants**

Most European immigrants traveled the cheapest and fastest way, by steamship. After fourteen days, the immigrants reached **Ellis Island** in New York. Ellis Island, in a New York Harbor, processed all immigrants after 1892. At Ellis Island, the immigrants received health inspections, reading tests, and were entered onto the records that listed all the people coming into the country. Ellis Island was always very busy and full of people. If an immigrant did not pass the health
inspection, that person would be separated from his/her family and sent back to his/her home country.

European immigrants could be successful when they came to the United States. Most of their success required them to learn English quickly, learn to embrace American culture, and have a high education or skill level. However, the majority of European immigrants worked in the factories for little pay.

**Asian Immigrants**

Asian immigrants have a similar story to European immigrants. It is true that many came to America with the hope of a better life. Many also left their own countries because of war and violence. Some Chinese immigrants came over to America in 1848 because of the discovery of gold in California, but a majority of them came to escape the violence in China. Most Chinese immigrants worked on the railroads after settling in the West. America did not treat Chinese immigrants as equals. Chinese immigrants worked as laborers and/or skilled workers but were kept out of the higher job positions. Because of this, many Chinese immigrants opened their own businesses. Chinese immigrants were the largest group to come to America from Asia during the American Industrial Revolution, but many people also came from Japan and other Asian countries.

Similar to Europeans arriving to Ellis Island, Asian immigrants first went to **Angel Island** in San Francisco. Angel Island did not open until 1910 and so before that, Asian immigrants arrived at a two-story shed in San Francisco.
Nativism

Many Americans started to feel that there were too many immigrants and had feelings of nativism. Nativism is when people of a country prefer native-born people to immigrants, and they want to limit immigration. Americans during the American Industrial Revolution believed that many of their jobs were being given to immigrants because these immigrants would work for less pay and would be “scabs” or take the place of the American men when they would strike. America was also mainly a Protestant country and people worried that so many Catholic immigrants would eventually have too much Catholic influence on the American government.

Because of nativism and a huge increase of immigrants, laws were passed in 1882 to limit immigration. Immigrants had to pay fifty cents when they arrived to the United States (Appleby, et. al., 2006). One law stated that criminals and the mentally disabled could not immigrate to America. In this same year, Congress passed the Chinese Exclusion Act. The Chinese Exclusion Act banned Chinese people from immigrating to the United States. This law was not reversed until 1943!
Inside the building at Ellis Island where European immigrants first arrived to the United States
Phillippe Lemay was a French Canadian immigrant. This interview describes how and why many French Canadians immigrated to Manchester, New Hampshire, in the 1870s and 1880s.

French Canadians from the province of Quebec have worked in the mills of Manchester for a long, long time. There was one as far back as 1833, and for more than 50 years they kept on coming until now we are 35,000 strong, 40% of the entire population of the city. Ours is said to be the largest single nationality group.

I am going to tell you as well as I can the story of the French Canadian textile worker; what brought him here; how he came, lived, worked, played and suffered until he was recognized as a patriotic, useful and respected citizen, no longer a 'frog' and 'pea soup eater,' a despised Canuck. And it's the story of all the French Canadians who settled in New England mill towns. The picture of one French Canadian textile worker and the picture of another are just as much alike as deux gouttes d'eau, or, as we have learned to say in English, like two peas in a pod. . . .

Why did our people leave Canada and come to the States? Because they had to make sure of a living for their family and themselves for a number of years, and because they greatly needed money. The wages paid by textile mills was the attraction. Here and wherever else they went, they didn't forget
their duty to God: the churches, schools and other institutions they built testify to that. But their duty to the country that was feeding them, that was another thing. They didn't like to become citizens and feared it for more than one reason. They couldn't speak English, and that, let me tell you, was a big handicap. They were afraid of war and might be drafted. Most of them were still tax-payers in the province of Quebec and the different places from which they came, and they felt that they couldn't pay taxes here too. Most of them hadn't come here to stay. What they wanted most was to go back to their Canadian farms with the money earned in the textile mills. So they kept putting off taking out naturalization papers. . . .

Before we had the railroads, immigrants from the province of Quebec came to Manchester in wagons or other horse-drawn vehicles. If they brought their household goods with them, and that was rare enough, they travelled in hay-racks. Did some travel on foot from Canada? No, I don't think so. Perhaps from places near the border to northern Vermont, but if any immigrant had walked as far as Manchester, we certainly would have heard about it from old settlers, and there were quite a few left in 1872. Anyway, travelling in wagons was bad enough. Even the trip by train in 1864 was terribly slow. There wasn't much comfort for the voyageurs and it was expensive, because we had to stop over more than once and even children were obliged to pay full fare. . . .
Our people didn't come to the States with money they had saved up, though, since they emigrated because they were really obliged to go where they could earn their daily bread and butter. To raise enough money to buy railroad tickets for the family and pay for food, rooms and other expenses on route, they had to faire encan, sell all their household goods at auction. That money was practically all gone when they arrived here, and all they possessed was the clothes they had on their backs, you might say. Parents and children alike were dressed in homespun and homemade clothes and they were recognized as coming from Quebec province the very moment they left the train. Most of them, you see, were from small towns and farming districts, very few coming from large cities like Montreal and Quebec. As they were poor, all those who were old enough went to work without waiting to take a much needed rest.

They boarded at first with relatives, if they were lucky enough to have any here, or in some French Canadian family until they could rent a tenement for themselves, mostly in corporation houses, and buy the furniture that was strictly needed.

Money was very precious to us in those days and we spent it carefully, getting along with only the things we couldn't do without, but we were able to make a living and save something besides. You understand that food, clothing, lodging, fuel, everything was much cheaper then than now. For lighting, we
used kerosene lamps and the streets were lighted the same way. It was some
time later that we had gas.

Our kitchen had to serve also as dining-room and living-room. There
was no such thing as a parlor and no place for one, because all the other rooms,
including the front one, were bed-rooms and there weren't too many, you can
bet on that. We had no draperies or sash-curtains in the windows, just paper
shades without roller-springs such as we saw later. A narrow strip of wood, of
the same width, was sold with this paper shade and we nailed it across the top
to the window frame. In the morning, the shade was rolled by hand and held up
by a string fastened to a nail. The floors, not always of hard wood, were bare
and had to be scrubbed on hands and knees with lye or some other strong stuff,
once a week at least, on Saturdays. The only floor coverings we knew were
round braided carpets and catalognes, seven or eight feet long and three wide,
all homemade with rags carefully put away for that purpose. Once a week,
sometimes twice, our women folks broke their backs over the washboard and
wrung the family washing by hand, washing machines and wringers being
unknown at the time. There was no hot water in large, convenient tanks, only
the one you heated on the kitchen stove in the washboiler, pans and pots, or if
you came to afford it, a tea-kettle. This hot water served for cooking, washing
the dishes, clothes and floors and to take the weekly bath in the wash tub. . . .
In 1871, there were about two thousand French Canadians in the city. After Father Chevalier's coming and the opening of the first church in 1873, immigration was speeded up for a while, as many as five or six families arriving on the Canadian train, the Train du Canada, every day.
Immigration Questions

Directions: Complete each question from the “Immigration” section and the primary source from Phillipe Lemay. Be sure to include details and examples!

1. Compare and contrast a European’s immigration experience to an Asian’s immigration experience.

2. How did Americans limit immigration?

3. Why did Americans feel the need to limit immigration?

4. Why did many French Canadians leave Canada and come to the States? Explain in detail and provide examples.

5. Describe what some of the fears of the French Canadians were after leaving their home country and when they got to the United States.

6. Explain how the French Canadians lived when they got to the United States. What was their standard of living like?
Immigration Quick Write

Directions: After looking at the graphic organizer you completed yesterday and skimming the section “Immigration,” do a quick write. Write about how you would feel coming to a new country where you did not understand the language. What are some of the issues that would happen? How would you deal with not knowing the language? What are some of the solutions?

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In 1899, Mr. Samuel Scottron, an African-American scholar from Brooklyn, New York, published an article in the Brooklyn Eagle newspaper in which he reminded readers that African Americans had gained full and legal citizenship status in the United States. Scottron's article was a response to a proposal made by Senator M.C. Butler recommending that all African Americans be colonized in South America. In the article, Mr. Scottron refers to comparisons made between Chinese immigrants and African-American citizens by the editor of the Boston Herald newspaper. The editor had suggested that the Chinese immigrants on the West Coast were better suited to American citizenship than were African Americans.

Under the above caption, in 1891, for some reason which I at this moment do not recall the Boston Herald was giving in its editorial columns considerable attention to the discussion, 'Chinese vs. Negroes.' Several articles appeared in it, justifying its opinions, when occasionally they were disputed by other journals, foremost among which I noted the Boston Journal.

I recall the matter now because the Negro is the recipient of much attention, as before referred to, and because circumstances confronting our government at this time render the subject of extreme importance. Since then the United States has acquired territory very largely inhabited by Chinese and other Asiatic races, and the question becomes important immediately to the American people as to what policy shall be pursued in the future with reference to these races.
Were the fears which moved the American people in the past to exclude Asiatic races justified, or have we seen new light? Is Christian civilization endangered by the presence of these people? All are potent questions at this time, requiring sound judgment and unerring decision; for a day a temporary house, but one which it is hoped shall endure forever.

What may have been the questions which occupied the attention of the American people in the past in regard to the Negro as a fit subject for assimilation within the body politic, there can be but little or no good reason for continuing those discussions now. Since the Negro is already admitted to citizenship, guarded by constitutional enactment, and, whatever may be the difference of opinions to this mental capacity, as compared with the Caucasian or Asiatic, there nevertheless remains the gratifying fact that no one has attempted to prove that his presence is in the least threatening to our Christian institutions. Indeed, it may be said, upon the other hand, that many thoughtful persons regard the Negro's presence as a comforting assurance, a bulwark for the preservation of the faith of the founders of our government.

Writing now from memory, not having a copy of any of the articles referred to as having appeared in the Boston Herald, I will briefly outline as best I can their import. The position taken by the editor was not new, but one assumed by many able persons in similar discussion. "The Chinese," he says, "are an ancient race, with a civilization antedating our own; largely progressed
in the arts and sciences; having made many important discoveries before our
own age. While on the other hand, the Negroes comes from the wilds of an
unknown continent, a barbarian, a slave, mean of intellect and of forbidding
mien, with thick lips, black face, flat nose and woolly hair; who has not in the
interval of time shown the high capacity of the Caucasian for improvement.

"The fathers of the republic," he further says, "while providing an
asylum for the oppressed of other lands, nevertheless were desirous of
attracting hither only the most intelligent peoples, depending upon these rather
for the perpetuity of republican institutions." But, as we have said, the Negro
has been already admitted to citizenship, and the question closed in one of its
aspects: so that the only question remaining for us to consider is, what I may
regard as a corollary to the first proposition, viz.; Negroes having been
admitted to citizenship, shall we not now admit the Chinese? If the semi-
barbarous Negro can be ingrafted upon our body politic, can we not safely
extend to these Asiatic races, having centuries of civilization behind them, the
same privileges?

Had we not an actual experience with the two races, covering a period
sufficient to form a safe judgment, we would very likely jump at a conclusion
in answer to the last question and decide it in the affirmative. Experience,
however, is a safe teacher. The difference between the Chinese and Negroes is
as that between old men, with fixed ideas, and children. If we have ideas and
institutions to perpetuate and preserve, we shall entrust and communicate them to children rather than to those grown old in an opposite philosophy and experience. The new born mind is a blank ready to receive impressions and to develop largely according to its surroundings. Early impressions may never be lost.

The minds of the American Negro and the American Indian, considered as adult, were the only maiden minds among all those present in the early days of the colonies and the formative period of the republic. By maiden minds I mean blank minds; minds never before impressed with any praise of civil government; minds ready to receive new impressions; ineradicable impressions. The American Negro has never known anything save those things distinctly American. We may have various opinions as to the desires of the fore-fathers of our republic, and we may differ on many other points, but it may be very safely asserted that we will all agree that notwithstanding their desire for the preservation of religious freedom, it was, nevertheless, their aim and hope, and it is the aim and hope of their children and grandchildren to found and perpetuate a government immovably fixed upon Christian principles and philosophy. Has it ever occurred to our friend's mind that the presence of the Negro is threatening to that central thought? On the other hand, what of the Chinese?
As we have said, the Negro came with his mind a blank, with no preconceived opinions as to form of government, no attachment to a foreign flag or institutions. No flag, only the American flag; no home save America. The faith of the fathers is faith. Washington, Lincoln, Jefferson and Grant, his highest conceptions of human greatness. Concord, Lexington and Bunker Hill the shrines of his patriotic pilgrimages. Christ his only refuge in religion. The Sunday of the fore-fathers his holy day, the Fourth of July his highest patriotic reverence. Christmas and Eastertide his hours of holy reflection. The machinations, editions and conspiracies of the socialist, communist and anarchist his greatest aversion.

Religious freedom is the law of the land, and yet the most superficial observer is aware that our whole fabric, our whole structure is builded upon Christian philosophy. It is stronger than the written law; upon it is founded the whole law and order of society. It was the faith of the forefathers and upon its philosophy and reasoning was and is based every act, every constitutional engagement, every personal property and public right. These institutions could not have been evolved from minds immersed in centuries of Buddhism, nor can they ever be more than dimly perceptible to its children. Has any one ventured to indict the Negro for lack of sympathy for the Christian faith? Of all the people possibly the Negro lives nearest the faith of the founders of this government. Of the 50,000 Chinese settled in the City of San Francisco for
many years, upon how many has Christianity made the least perceptible impression? There Buddha and Confucius still live.

Maltreat the Negro as you may, he is nevertheless American to the core and he will follow the flag wheresoever it leads, Santiago and San Juan hill he will rush upon to the inspiring strains of "Yankee Doodle" and "The Star Spangled Banner," insensible to every danger."

**Primary Source Questions**

What is Scottron's position on extending citizenship to Chinese immigrants?

What evidence does he provide to make the case that African Americans had become good citizens?

Do you think that the comparison between Chinese immigrants and African-American citizens was fair? Why or why not?
Growth of Cities in the American Industrial Revolution

Main Idea: Between 1880 and 1900, the United States transformed from a mostly rural to an urban country because millions of people moved to the cities for jobs and immigrants wanted to live in the cities.

Growth of Cities

American cities expanded rapidly in size and population. Between 1870 and 1900, the population in cities grew from ten million people to over thirty million people. New York City grew from 800,000 people in 1860 to 3.5 million people in 1900 (Appleby, et. al., 2006). Many Americans who lived on farms in the rural areas of the country moved to the cities to find higher-paying jobs and have a higher standard of living. The higher standard of living meant running water, electricity, museums, libraries, theaters, among other things. Most immigrants were too poor to buy land, like farms, and did not have enough education to get higher-paying jobs. When people immigrated, they stayed in the cities to work in factories.

Since American cities’ population grew so quickly, the cities had to expand so that everyone had housing and supplies. Thus, the cities transformed by expanding up instead of out. Buildings became skyscrapers. In addition to the physical changes of the buildings, the city themselves changed. The streets became noisy and had traffic jams. Cities included slums, air pollution, and sewage problems. Disease spread more quickly (Library of Congress, 2011). Also, public transportation became the way
people traveled to work and around the city. The public transportation system allowed people to live further from their jobs. So, housing called suburbs were built and surrounded the edges of the cities. Because so many people lived in the cities and in the suburbs, congestion in the cities was horrible. Engineers found new ways for people to travel around the city to help the traffic. Subways were built underground so that the streets did not have so many people on them.

Social Classes & City Characteristics

The American Industrial Revolution separated social classes. Three categories: the wealthy, the middle class, and the lower class made up the social classes. The wealthy lived in the heart of the city and built million dollar homes. You have already read about some of the wealthy, such as Rockefeller and J.P. Morgan. The middle class lived in the suburbs surrounding the cities and commuted into the city for their jobs. The American Industrial Revolution expanded the middle class because so many native born Americans could now get higher paying jobs since many immigrants and the uneducated took the lower paying jobs. Examples of middle class jobs are teachers, doctors, lawyers, architects, and engineers. The lower class consists of factory workers and uneducated and unskilled workers. Most of the lower class lived in apartments called tenements. Tenements were dirty and poorly maintained multi-family apartments with poor air quality and cramped space. Many immigrants were part of the lower class because they came to America poor and uneducated. To survive, immigrants formed “little cities” within the big cities. For example, New
York City and San Francisco have Little Italy and China Town. Italian immigrants moved together to the same area of the city and lived together in tenements. Chinese immigrants did the same thing. Many immigrants were able to keep their home country culture and traditions because they formed their own small cities.

Many problems and issues arose with the expansion of the city and increase in population. Crime, violence, disease, pollution, traffic and congestion filled the city streets. Horse waste was left in the streets and sewage from toilets leaked onto the streets, creating disease and sickness. A majority of Americans blamed alcohol and immigrants for the increase of problems in cities. This relates to the feelings of nativism that you read about yesterday. To combat the ills of the cities, a political system formed called the political machine. Political machines provided supplies and housing for the lower class while in return securing votes on Election Day. The political machines were usually corrupt, taking and giving bribes to the police, other government officials, and high-powered, wealthy people. The political machines “owned” much of the city. Cities had so many problems and hard working men, women, and children were usually caught in the middle of the corruption.
New York City

(Library of Congress, 2011)
### Yesterday’s Problems and Today’s Problems

**Directions:** Complete the two lists by naming at least five of the problems in big cities during the American Industrial Revolution and then write some of the major problems in today’s big cities.

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Social Reform

The Big Idea: During the late 1800s, known as the Gilded Age, everything seemed great on the outside but society was in reality full of crime and poverty. New ideas formed to combat the violence and other problems in cities. Social Darwinism and the Social Gospel were two different approaches to fix society. Other programs were put in place to help the poor with housing, education, and work training.

Social Darwinism
Social Darwinism is heavily based on the idea that people can be successful if they commit to it no matter what social class they were born into. Herbert Spencer came up with Social Darwinism based on Charles Darwin’s idea of natural selection. Natural selection is the idea that different species have survived because they kept evolving and only the fittest and strongest survived. Herbert Spencer used Charles Darwin’s natural selection idea as a model for society. Spencer believed that people in society evolved in a similar way. The people who were the fittest survived and did well in society. Those who did not do well economically were not evolving, and they would not succeed in society. Social Darwinism follows the same idea as laissez-faire, which stated government should not interfere with business. Rockefeller and Carnegie were both supporters of Social Darwinism. Both men survived quite well because they were wealthy and had power in society. Social Darwinism is usually seen as being harsh because it did not help those in need.

The Social Gospel
As the American Industrial Revolution continued with so many problems in society, people wanted to help the needy. People began the Social Gospel movement to help the poor according to what the Bible recommended. The leaders of the Social
Gospel movement had varying ideas of how to go about fixing society, but they were all based teachings from the Bible. For example, some thought that competition created society’s problems and others thought that alcohol caused most of them, and still others believed that women should stay in their traditional roles. These ideas led many churches to help the poor by offering social programs, day care, soup-kitchens, among other things.

**Americanization**

Americanization is the process to teach immigrants American culture, history, and the English language so that America becomes their home country. Public schools grew rapidly with the number of immigrants coming to the United States. In 1870, 6.5 million children attended school and by 1900 over 17.3 million children attended school (Appleby, et. al., 2006). School was extremely important for immigrants because that’s when they went through the process of Americanization. Many immigrant parents did not like Americanization because they did not want their children to forget about their home country. In addition to the changes in the public school system, people could go to vocational job training to get the skills needed for work.
The Jungle: Chapter 9

One of the first consequences of the discovery of the union was that Jurgis became desirous of learning English. He wanted to know what was going on at the meetings, and to be able to take part in them, and so he began to look about him, and to try to pick up words. The children, who were at school, and learning fast, would teach him a few; and a friend loaned him a little book that had some in it, and Ona would read them to him. Then Jurgis became sorry that he could not read himself; and later on in the winter, when some one told him that there was a night school that was free, he went and enrolled. After that, every evening that he got home from the yards in time, he would go to the school; he would go even if he were in time for only half an hour. They were teaching him both to read and to speak English – and they would have taught him other things, if only he had had a little time.

Also the union made another great difference with him – it made him begin to pay attention to the country. It was the beginning of democracy with him. It was a little state, the union, a miniature republic; its affairs were every man's affairs, and every man had a real say about them. In other words, in the union Jurgis learned to talk politics. In the place where he had come from there had not been any politics – in Russia one thought of the government as an affliction like the lightning and the hail. "Duck, little brother, duck," the wise old peasants would whisper; "everything passes away." And when Jurgis had first come to America he had supposed that it was the
same. He had heard people say that it was a free country – but what did that mean? He
found that here, precisely as in Russia, there were rich men who owned everything;
and if one could not find any work, was not the hunger he began to feel the same sort
of hunger?

When Jurgis had been working about three weeks at Brown's, there had come
to him one noontime a man who was employed as a night watchman, and who asked
him if he would not like to take out naturalization papers and become a citizen. Jurgis
did not know what that meant, but the man explained the advantages. In the first place,
it would not cost him anything, and it would get him half a day off, with his pay just
the same; and then when election time came he would be able to vote – and there was
something in that. Jurgis was naturally glad to accept, and so the night watchman said
a few words to the boss, and he was excused for the rest of the day. When, later on, he
wanted a holiday to get married he could not get it; and as for a holiday with pay just
the same – what power had wrought that miracle heaven only knew! However, he
went with the man, who picked up several other newly landed immigrants, Poles,
Lithuanians, and Slovaks, and took them all outside, where stood a great four-horse
tallyho coach, with fifteen or twenty men already in it. It was a fine chance to see the
sights of the city, and the party had a merry time, with plenty of beer handed up from
inside. So they drove downtown and stopped before an imposing granite building, in
which they interviewed an official, who had the papers all ready, with only the names
to be filled in. So each man in turn took an oath of which he did not understand a
word, and then was presented with a handsome ornamented document with a big red seal and the shield of the United States upon it, and was told that he had become a citizen of the Republic and the equal of the President himself.

A month or two later Jurgis had another interview with this same man, who told him where to go to "register." And then finally, when election day came, the packing houses posted a notice that men who desired to vote might remain away until nine that morning, and the same night watchman took Jurgis and the rest of his flock into the back room of a saloon, and showed each of them where and how to mark a ballot, and then gave each two dollars, and took them to the polling place, where there was a policeman on duty especially to see that they got through all right. Jurgis felt quite proud of this good luck till he got home and met Jonas, who had taken the leader aside and whispered to him, offering to vote three times for four dollars, which offer had been accepted.

And now in the union Jurgis met men who explained all this mystery to him; and he learned that America differed from Russia in that its government existed under the form of a democracy. The officials who ruled it, and got all the graft, had to be elected first; and so there were two rival sets of grafters, known as political parties, and the one got the office which bought the most votes. Now and then, the election was very close, and that was the time the poor man came in. In the stockyards this was only in national and state elections, for in local elections the Democratic Party always
carried everything. The ruler of the district was therefore the Democratic boss, a little Irishman named Mike Scully. Scully held an important party office in the state, and bossed even the mayor of the city, it was said; it was his boast that he carried the stockyards in his pocket. He was an enormously rich man – he had a hand in all the big graft in the neighborhood. It was Scully, for instance, who owned that dump which Jurgis and Ona had seen the first day of their arrival. Not only did he own the dump, but he owned the brick factory as well, and first he took out the clay and made it into bricks, and then he had the city bring garbage to fill up the hole, so that he could build houses to sell to the people. Then, too, he sold the bricks to the city, at his own price, and the city came and got them in its own wagons. And also he owned the other hole near by, where the stagnant water was; and it was he who cut the ice and sold it; and what was more, if the men told truth, he had not had to pay any taxes for the water, and he had built the icehouse out of city lumber, and had not had to pay anything for that. The newspapers had got hold of that story, and there had been a scandal; but Scully had hired somebody to confess and take all the blame, and then skip the country. It was said, too, that he had built his brick-kiln in the same way, and that the workmen were on the city payroll while they did it; however, one had to press closely to get these things out of the men, for it was not their business, and Mike Scully was a good man to stand in with. A note signed by him was equal to a job any time at the packing houses; and also he employed a good many men himself, and worked them only eight hours a day, and paid them the highest wages. This gave him many friends
– all of whom he had gotten together into the "War Whoop League," whose clubhouse you might see just outside of the yards. It was the biggest clubhouse, and the biggest club, in all Chicago; and they had prizefights every now and then, and cockfights and even dogfights. The policemen in the district all belonged to the league, and instead of suppressing the fights, they sold tickets for them. The man that had taken Jurgis to be naturalized was one of these "Indians," as they were called; and on election day there would be hundreds of them out, and all with big wads of money in their pockets and free drinks at every saloon in the district. That was another thing, the men said – all the saloon-keepers had to be "Indians," and to put up on demand, otherwise they could not do business on Sundays, nor have any gambling at all. In the same way Scully had all the jobs in the fire department at his disposal, and all the rest of the city graft in the stockyards district; he was building a block of flats somewhere up on Ashland Avenue, and the man who was overseeing it for him was drawing pay as a city inspector of sewers. The city inspector of water pipes had been dead and buried for over a year, but somebody was still drawing his pay. The city inspector of sidewalks was a barkeeper at the War Whoop Cafe – and maybe he could make it uncomfortable for any tradesman who did not stand in with Scully!

Even the packers were in awe of him, so the men said. It gave them pleasure to believe this, for Scully stood as the people's man, and boasted of it boldly when election day came. The packers had wanted a bridge at Ashland Avenue, but they had not been able to get it till they had seen Scully; and it was the same with "Bubbly
Creek," which the city had threatened to make the packers cover over, till Scully had come to their aid. "Bubbly Creek" is an arm of the Chicago River, and forms the southern boundary of the yards: all the drainage of the square mile of packing houses empties into it, so that it is really a great open sewer a hundred or two feet wide. One long arm of it is blind, and the filth stays there forever and a day. The grease and chemicals that are poured into it undergo all sorts of strange transformations, which are the cause of its name; it is constantly in motion, as if huge fish were feeding in it, or great leviathans disporting themselves in its depths. Bubbles of carbonic acid gas will rise to the surface and burst, and make rings two or three feet wide. Here and there the grease and filth have caked solid, and the creek looks like a bed of lava; chickens walk about on it, feeding, and many times an unwary stranger has started to stroll across, and vanished temporarily. The packers used to leave the creek that way, till every now and then the surface would catch on fire and burn furiously, and the fire department would have to come and put it out. Once, however, an ingenious stranger came and started to gather this filth in scows, to make lard out of; then the packers took the cue, and got out an injunction to stop him, and afterward gathered it themselves. The banks of "Bubbly Creek" are plastered thick with hairs, and this also the packers gather and clean.

And there were things even stranger than this, according to the gossip of the men. The packers had secret mains, through which they stole billions of gallons of the city's water. The newspapers had been full of this scandal – once there had even been
an investigation, and an actual uncovering of the pipes; but nobody had been punished, and the thing went right on. And then there was the condemned meat industry, with its endless horrors. The people of Chicago saw the government inspectors in Packingtown, and they all took that to mean that they were protected from diseased meat; they did not understand that these hundred and sixty-three inspectors had been appointed at the request of the packers, and that they were paid by the United States government to certify that all the diseased meat was kept in the state. They had no authority beyond that; for the inspection of meat to be sold in the city and state the whole force in Packingtown consisted of three henchmen of the local political machine!*


Section 1. Proprietors of slaughterhouses, canning, salting, packing, or rendering establishments engaged in the slaughtering of cattle, sheep, or swine, or the packing of any of their products, the carcasses or products of which are to become subjects of interstate or foreign commerce, shall make application to the Secretary of Agriculture for inspection of said animals and their products....

Section 15. Such rejected or condemned animals shall at once be removed by the owners from the pens containing animals which have been inspected and found to be
free from disease and fit for human food, and shall be disposed of in accordance with the laws, ordinances, and regulations of the state and municipality in which said rejected or condemned animals are located....

Section 25. A microscopic examination for trichinae shall be made of all swine products exported to countries requiring such examination. No microscopic examination will be made of hogs slaughtered for interstate trade, but this examination shall be confined to those intended for the export trade.)

And shortly afterward one of these, a physician, made the discovery that the carcasses of steers which had been condemned as tubercular by the government inspectors, and which therefore contained ptomaines, which are deadly poisons, were left upon an open platform and carted away to be sold in the city; and so he insisted that these carcasses be treated with an injection of kerosene – and was ordered to resign the same week! So indignant were the packers that they went farther, and compelled the mayor to abolish the whole bureau of inspection; so that since then there has not been even a pretense of any interference with the graft. There was said to be two thousand dollars a week hush money from the tubercular steers alone; and as much again from the hogs which had died of cholera on the trains, and which you might see any day being loaded into boxcars and hauled away to a place called Globe, in Indiana, where they made a fancy grade of lard.
Jurgis heard of these things little by little, in the gossip of those who were
obliged to perpetrate them. It seemed as if every time you met a person from a new
department, you heard of new swindles and new crimes. There was, for instance, a
Lithuanian who was a cattle butcher for the plant where Marija had worked, which
killed meat for canning only; and to hear this man describe the animals which came to
his place would have been worthwhile for a Dante or a Zola. It seemed that they must
have agencies all over the country, to hunt out old and crippled and diseased cattle to
be canned. There were cattle which had been fed on "whisky-malt," the refuse of the
breweries, and had become what the men called "steerly" – which means covered with
boils. It was a nasty job killing these, for when you plunged your knife into them they
would burst and splash foul-smelling stuff into your face; and when a man's sleeves
were smeared with blood, and his hands steeped in it, how was he ever to wipe his
face, or to clear his eyes so that he could see? It was stuff such as this that made the
"embalmed beef" that had killed several times as many United States soldiers as all the
bullets of the Spaniards; only the army beef, besides, was not fresh canned, it was old
stuff that had been lying for years in the cellars.

Then one Sunday evening, Jurgis sat puffing his pipe by the kitchen stove, and
talking with an old fellow whom Jonas had introduced, and who worked in the
canning rooms at Durham's; and so Jurgis learned a few things about the great and
only Durham canned goods, which had become a national institution. They were
regular alchemists at Durham's; they advertised a mushroom-catsup, and the men who
made it did not know what a mushroom looked like. They advertised "potted chicken," – and it was like the boardinghouse soup of the comic papers, through which a chicken had walked with rubbers on. Perhaps they had a secret process for making chickens chemically – who knows? said Jurgis' friend; the things that went into the mixture were tripe, and the fat of pork, and beef suet, and hearts of beef, and finally the waste ends of veal, when they had any. They put these up in several grades, and sold them at several prices; but the contents of the cans all came out of the same hopper. And then there was "potted game" and "potted grouse," "potted ham," and "deviled ham" – devyled, as the men called it. "De-vyled" ham was made out of the waste ends of smoked beef that were too small to be sliced by the machines; and also tripe, dyed with chemicals so that it would not show white; and trimmings of hams and corned beef; and potatoes, skins and all; and finally the hard cartilaginous gullets of beef, after the tongues had been cut out. All this ingenious mixture was ground up and flavored with spices to make it taste like something. Anybody who could invent a new imitation had been sure of a fortune from old Durham, said Jurgis' informant; but it was hard to think of anything new in a place where so many sharp wits had been at work for so long; where men welcomed tuberculosis in the cattle they were feeding, because it made them fatten more quickly; and where they bought up all the old rancid butter left over in the grocery stores of a continent, and "oxidized" it by a forced-air process, to take away the odor, rechurned it with skim milk, and sold it in bricks in the cities! Up to a year or two ago it had been the custom to kill horses in the yards –
ostensibly for fertilizer; but after long agitation the newspapers had been able to make
the public realize that the horses were being canned. Now it was against the law to kill
horses in Packingtown, and the law was really complied with – for the present, at any
rate. Any day, however, one might see sharp-horned and shaggy- haired creatures
running with the sheep and yet what a job you would have to get the public to believe
that a good part of what it buys for lamb and mutton is really goat's flesh!

There was another interesting set of statistics that a person might have gathered
in Packingtown – those of the various afflictions of the workers. When Jurgis had first
inspected the packing plants with Szedvilas, he had marveled while he listened to the
tale of all the things that were made out of the carcasses of animals, and of all the
lesser industries that were maintained there; now he found that each one of these lesser
industries was a separate little inferno, in its way as horrible as the killing beds, the
source and fountain of them all. The workers in each of them had their own peculiar
diseases. And the wandering visitor might be skeptical about all the swindles, but he
could not be skeptical about these, for the worker bore the evidence of them about on
his own person – generally he had only to hold out his hand.

There were the men in the pickle rooms, for instance, where old Antanas had
gotten his death; scarce a one of these that had not some spot of horror on his person.
Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he
might have a sore that would put him out of the world; all the joints in his fingers
might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef-boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails, – they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef-luggers, who carried two-hundred-pound quarters into the refrigerator-cars; a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be five years. There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. There were those who made the tins for the canned meat; and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not
give out and forget himself and have a part of his hand chopped off. There were the "hoisters," as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam; and as old Durham's architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on; which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees. Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor, – for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting, – sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard!
Jurgis' City

People

Employment/Jobs

Chicago
Year:
State:

Working Conditions

Housing/Living Conditions
Social Reform Venn Diagram: Day 4

**Directions:** Compare and contrast social reform programs during the American Industrial revolution with today’s programs, such as welfare, medicare, etc.

American Industrial Revolution     Same     Today’s Programs
The Jungle: Chapter 14

Such were the new surroundings in which Elzbieta was placed, and such was the work she was compelled to do. It was stupefying, brutalizing work; it left her no time to think, no strength for anything. She was part of the machine she tended, and every faculty that was not needed for the machine was doomed to be crushed out of existence. There was only one mercy about the cruel grind – that it gave her the gift of insensibility. Little by little she sank into a torpor – she fell silent. She would meet Jurgis and Ona in the evening, and the three would walk home together, often without saying a word. Ona, too, was falling into a habit of silence – Ona, who had once gone about singing like a bird. She was sick and miserable, and often she would barely have strength enough to drag herself home. And there they would eat what they had to eat, and afterward, because there was only their misery to talk of, they would crawl into bed and fall into a stupor and never stir until it was time to get up again, and dress by candlelight, and go back to the machines. They were so numbed that they did not even suffer much from hunger, now; only the children continued to fret when the food ran short.

Yet the soul of Ona was not dead – the souls of none of them were dead, but only sleeping; and now and then they would waken, and these were cruel times. The gates of memory would roll open – old joys would stretch out their arms to them, old hopes and dreams would call to them, and they would stir beneath the burden that lay
upon them, and feel its forever immeasurable weight. They could not even cry out beneath it; but anguish would seize them, more dreadful than the agony of death. It was a thing scarcely to be spoken – a thing never spoken by all the world, that will not know its own defeat.

They were beaten; they had lost the game, they were swept aside. It was not less tragic because it was so sordid, because it had to do with wages and grocery bills and rents. They had dreamed of freedom; of a chance to look about them and learn something; to be decent and clean, to see their child grow up to be strong. And now it was all gone – it would never be! They had played the game and they had lost. Six years more of toil they had to face before they could expect the least respite, the cessation of the payments upon the house; and how cruelly certain it was that they could never stand six years of such a life as they were living! They were lost, they were going down – and there was no deliverance for them, no hope; for all the help it gave them the vast city in which they lived might have been an ocean waste, a wilderness, a desert, a tomb. So often this mood would come to Ona, in the nighttime, when something wakened her; she would lie, afraid of the beating of her own heart, fronting the blood-red eyes of the old primeval terror of life. Once she cried aloud, and woke Jurgis, who was tired and cross. After that she learned to weep silently – their moods so seldom came together now! It was as if their hopes were buried in separate graves.
Jurgis, being a man, had troubles of his own. There was another specter following him. He had never spoken of it, nor would he allow any one else to speak of it – he had never acknowledged its existence to himself. Yet the battle with it took all the manhood that he had – and once or twice, alas, a little more. Jurgis had discovered drink.

He was working in the steaming pit of hell; day after day, week after week – until now, there was not an organ of his body that did its work without pain, until the sound of ocean breakers echoed in his head day and night, and the buildings swayed and danced before him as he went down the street. And from all the unending horror of this there was a respite, a deliverance – he could drink! He could forget the pain, he could slip off the burden; he would see clearly again, he would be master of his brain, of his thoughts, of his will. His dead self would stir in him, and he would find himself laughing and cracking jokes with his companions – he would be a man again, and master of his life.

It was not an easy thing for Jurgis to take more than two or three drinks. With the first drink he could eat a meal, and he could persuade himself that that was economy; with the second he could eat another meal – but there would come a time when he could eat no more, and then to pay for a drink was an unthinkable extravagance, a defiance of the agelong instincts of his hunger-haunted class. One day, however, he took the plunge, and drank up all that he had in his pockets, and went home half "piped," as the men phrase it. He was happier than he had been in a year;
and yet, because he knew that the happiness would not last, he was savage, too with those who would wreck it, and with the world, and with his life; and then again, beneath this, he was sick with the shame of himself. Afterward, when he saw the despair of his family, and reckoned up the money he had spent, the tears came into his eyes, and he began the long battle with the specter.

It was a battle that had no end, that never could have one. But Jurgis did not realize that very clearly; he was not given much time for reflection. He simply knew that he was always fighting. Steeped in misery and despair as he was, merely to walk down the street was to be put upon the rack. There was surely a saloon on the corner – perhaps on all four corners, and some in the middle of the block as well; and each one stretched out a hand to him each one had a personality of its own, allurements unlike any other. Going and coming – before sunrise and after dark – there was warmth and a glow of light, and the steam of hot food, and perhaps music, or a friendly face, and a word of good cheer. Jurgis developed a fondness for having Ona on his arm whenever he went out on the street, and he would hold her tightly, and walk fast. It was pitiful to have Ona know of this – it drove him wild to think of it; the thing was not fair, for Ona had never tasted drink, and so could not understand. Sometimes, in desperate hours, he would find himself wishing that she might learn what it was, so that he need not be ashamed in her presence. They might drink together, and escape from the horror – escape for a while, come what would.
So there came a time when nearly all the conscious life of Jurgis consisted of a struggle with the craving for liquor. He would have ugly moods, when he hated Ona and the whole family, because they stood in his way. He was a fool to have married; he had tied himself down, had made himself a slave. It was all because he was a married man that he was compelled to stay in the yards; if it had not been for that he might have gone off like Jonas, and to hell with the packers. There were few single men in the fertilizer mill – and those few were working only for a chance to escape. Meantime, too, they had something to think about while they worked, – they had the memory of the last time they had been drunk, and the hope of the time when they would be drunk again. As for Jurgis, he was expected to bring home every penny; he could not even go with the men at noontime – he was supposed to sit down and eat his dinner on a pile of fertilizer dust.

This was not always his mood, of course; he still loved his family. But just now was a time of trial. Poor little Antanas, for instance – who had never failed to win him with a smile – little Antanas was not smiling just now, being a mass of fiery red pimples. He had had all the diseases that babies are heir to, in quick succession, scarlet fever, mumps, and whooping cough in the first year, and now he was down with the measles. There was no one to attend him but Kotrina; there was no doctor to help him, because they were too poor, and children did not die of the measles – at least not often. Now and then Kotrina would find time to sob over his woes, but for the greater part of the time he had to be left alone, barricaded upon the bed. The floor was full of drafts,
and if he caught cold he would die. At night he was tied down, lest he should kick the covers off him, while the family lay in their stupor of exhaustion. He would lie and scream for hours, almost in convulsions; and then, when he was worn out, he would lie whimpering and wailing in his torment. He was burning up with fever, and his eyes were running sores; in the daytime he was a thing uncanny and impish to behold, a plaster of pimples and sweat, a great purple lump of misery.

Yet all this was not really as cruel as it sounds, for, sick as he was, little Antanas was the least unfortunate member of that family. He was quite able to bear his sufferings – it was as if he had all these complaints to show what a prodigy of health he was. He was the child of his parents' youth and joy; he grew up like the conjurer's rosebush, and all the world was his oyster. In general, he toddled around the kitchen all day with a lean and hungry look – the portion of the family's allowance that fell to him was not enough, and he was unrestrainable in his demand for more. Antanas was but little over a year old, and already no one but his father could manage him.

It seemed as if he had taken all of his mother's strength – had left nothing for those that might come after him. Ona was with child again now, and it was a dreadful thing to contemplate; even Jurgis, dumb and despairing as he was, could not but understand that yet other agonies were on the way, and shudder at the thought of them.

For Ona was visibly going to pieces. In the first place she was developing a cough, like the one that had killed old Dede Antanas. She had had a trace of it ever
since that fatal morning when the greedy streetcar corporation had turned her out into
the rain; but now it was beginning to grow serious, and to wake her up at night. Even
worse than that was the fearful nervousness from which she suffered; she would have
frightful headaches and fits of aimless weeping; and sometimes she would come home
at night shuddering and moaning, and would fling herself down upon the bed and burst
into tears. Several times she was quite beside herself and hysterical; and then Jurgis
would go half-mad with fright. Elzbieta would explain to him that it could not be
helped, that a woman was subject to such things when she was pregnant; but he was
hardly to be persuaded, and would beg and plead to know what had happened. She had
never been like this before, he would argue – it was monstrous and unthinkable. It was
the life she had to live, the accursed work she had to do, that was killing her by inches.
She was not fitted for it – no woman was fitted for it, no woman ought to be allowed
to do such work; if the world could not keep them alive any other way it ought to kill
them at once and be done with it. They ought not to marry, to have children; no
workingman ought to marry – if he, Jurgis, had known what a woman was like, he
would have had his eyes torn out first. So he would carry on, becoming half hysterical
himself, which was an unbearable thing to see in a big man; Ona would pull herself
together and fling herself into his arms, begging him to stop, to be still, that she would
be better, it would be all right. So she would lie and sob out her grief upon his
shoulder, while he gazed at her, as helpless as a wounded animal, the target of unseen
enemies.
Chapter 14 One-Page Response Day 4

Directions: Write a one-page response using the knowledge from the sections you have read and from the novel to describe the problems that social reform tries to fix. Are these reforms successful?

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One of the first things that Jurgis had done after he got a job was to go and see Marija. She came down into the basement of the house to meet him, and he stood by the door with his hat in his hand, saying, "I've got work now, and so you can leave here."

But Marija only shook her head. There was nothing else for her to do, she said, and nobody to employ her. She could not keep her past a secret – girls had tried it, and they were always found out. There were thousands of men who came to this place, and sooner or later she would meet one of them. "And besides," Marija added, "I can't do anything. I'm no good – I take dope. What could you do with me?"

"Can't you stop?" Jurgis cried.

"No," she answered, "I'll never stop. What's the use of talking about it – I'll stay here till I die, I guess. It's all I'm fit for." And that was all that he could get her to say – there was no use trying. When he told her he would not let Elzbieta take her money, she answered indifferently: "Then it'll be wasted here – that's all." Her eyelids looked heavy and her face was red and swollen; he saw that he was annoying her, that she only wanted him to go away. So he went, disappointed and sad.

Poor Jurgis was not very happy in his home-life. Elzbieta was sick a good deal now, and the boys were wild and unruly, and very much the worse for their life upon
the streets. But he stuck by the family nevertheless, for they reminded him of his old happiness; and when things went wrong he could solace himself with a plunge into the Socialist movement. Since his life had been caught up into the current of this great stream, things which had before been the whole of life to him came to seem of relatively slight importance; his interests were elsewhere, in the world of ideas. His outward life was commonplace and uninteresting; he was just a hotel-porter, and expected to remain one while he lived; but meantime, in the realm of thought, his life was a perpetual adventure. There was so much to know – so many wonders to be discovered! Never in all his life did Jurgis forget the day before election, when there came a telephone message from a friend of Harry Adams, asking him to bring Jurgis to see him that night; and Jurgis went, and met one of the minds of the movement.

The invitation was from a man named Fisher, a Chicago millionaire who had given up his life to settlement work, and had a little home in the heart of the city's slums. He did not belong to the party, but he was in sympathy with it; and he said that he was to have as his guest that night the editor of a big Eastern magazine, who wrote against Socialism, but really did not know what it was. The millionaire suggested that Adams bring Jurgis along, and then start up the subject of "pure food," in which the editor was interested.

Young Fisher's home was a little two-story brick house, dingy and weather-beaten outside, but attractive within. The room that Jurgis saw was half lined with books, and upon the walls were many pictures, dimly visible in the soft, yellow light;
it was a cold, rainy night, so a log fire was crackling in the open hearth. Seven or eight people were gathered about it when Adams and his friend arrived, and Jurgis saw to his dismay that three of them were ladies. He had never talked to people of this sort before, and he fell into an agony of embarrassment. He stood in the doorway clutching his hat tightly in his hands, and made a deep bow to each of the persons as he was introduced; then, when he was asked to have a seat, he took a chair in a dark corner, and sat down upon the edge of it, and wiped the perspiration off his forehead with his sleeve. He was terrified lest they should expect him to talk.

There was the host himself, a tall, athletic young man, clad in evening dress, as also was the editor, a dyspeptic-looking gentleman named Maynard. There was the former's frail young wife, and also an elderly lady, who taught kindergarten in the settlement, and a young college student, a beautiful girl with an intense and earnest face. She only spoke once or twice while Jurgis was there – the rest of the time she sat by the table in the center of the room, resting her chin in her hands and drinking in the conversation. There were two other men, whom young Fisher had introduced to Jurgis as Mr. Lucas and Mr. Schliemann; he heard them address Adams as "Comrade," and so he knew that they were Socialists.

The one called Lucas was a mild and meek-looking little gentleman of clerical aspect; he had been an itinerant evangelist, it transpired, and had seen the light and become a prophet of the new dispensation. He traveled all over the country, living like the apostles of old, upon hospitality, and preaching upon street- corners when there
was no hall. The other man had been in the midst of a discussion with the editor when
Adams and Jurgis came in; and at the suggestion of the host they resumed it after the
interruption. Jurgis was soon sitting spellbound, thinking that here was surely the
strangest man that had ever lived in the world.

Nicholas Schliemann was a Swede, a tall, gaunt person, with hairy hands and
bristling yellow beard; he was a university man, and had been a professor of
philosophy – until, as he said, he had found that he was selling his character as well as
his time. Instead he had come to America, where he lived in a garret room in this slum
district, and made volcanic energy take the place of fire. He studied the composition of
food-stuffs, and knew exactly how many proteids and carbohydrates his body needed;
and by scientific chewing he said that he tripled the value of all he ate, so that it cost
him eleven cents a day. About the first of July he would leave Chicago for his
vacation, on foot; and when he struck the harvest fields he would set to work for two
dollars and a half a day, and come home when he had another year's supply – a
hundred and twenty-five dollars. That was the nearest approach to independence a
man could make "under capitalism," he explained; he would never marry, for no sane
man would allow himself to fall in love until after the revolution.

He sat in a big arm-chair, with his legs crossed, and his head so far in the
shadow that one saw only two glowing lights, reflected from the fire on the hearth. He
spoke simply, and utterly without emotion; with the manner of a teacher setting forth
to a group of scholars an axiom in geometry, he would enunciate such propositions as
made the hair of an ordinary person rise on end. And when the auditor had asserted his non-comprehension, he would proceed to elucidate by some new proposition, yet more appalling. To Jurgis the Herr Dr. Schliemann assumed the proportions of a thunderstorm or an earthquake. And yet, strange as it might seem, there was a subtle bond between them, and he could follow the argument nearly all the time. He was carried over the difficult places in spite of himself; and he went plunging away in mad career – a very Mazeppa-ride upon the wild horse Speculation.

Nicholas Schliemann was familiar with all the universe, and with man as a small part of it. He understood human institutions, and blew them about like soap bubbles. It was surprising that so much destructiveness could be contained in one human mind. Was it government? The purpose of government was the guarding of property-rights, the perpetuation of ancient force and modern fraud. Or was it marriage? Marriage and prostitution were two sides of one shield, the predatory man's exploitation of the sex-pleasure. The difference between them was a difference of class. If a woman had money she might dictate her own terms: equality, a life contract, and the legitimacy – that is, the property-rights – of her children. If she had no money, she was a proletarian, and sold herself for an existence. And then the subject became Religion, which was the Archfiend's deadliest weapon. Government oppressed the body of the wage-slave, but Religion oppressed his mind, and poisoned the stream of progress at its source. The working-man was to fix his hopes upon a future life, while his pockets were picked in this one; he was brought up to frugality, humility,
obedience – in short to all the pseudo-virtues of capitalism. The destiny of civilization would be decided in one final death struggle between the Red International and the Black, between Socialism and the Roman Catholic Church; while here at home, "the stygian midnight of American evangelicalism – " And here the ex-preacher entered the field, and there was a lively tussle. "Comrade" Lucas was not what is called an educated man; he knew only the Bible, but it was the Bible interpreted by real experience. And what was the use, he asked, of confusing Religion with men's perversions of it? That the church was in the hands of the merchants at the moment was obvious enough; but already there were signs of rebellion, and if Comrade Schliemann could come back a few years from now –

"Ah, yes," said the other, "of course, I have no doubt that in a hundred years the Vatican will be denying that it ever opposed Socialism, just as at present it denies that it ever tortured Galileo."

"I am not defending the Vatican," exclaimed Lucas, vehemently. "I am defending the word of God – which is one long cry of the human spirit for deliverance from the sway of oppression. Take the twenty-fourth chapter of the Book of Job, which I am accustomed to quote in my addresses as 'the Bible upon the Beef Trust'; or take the words of Isaiah – or of the Master himself! Not the elegant prince of our debauched and vicious art, not the jeweled idol of our society churches – but the Jesus of the awful reality, the man of sorrow and pain, the outcast, despised of the world, who had nowhere to lay his head – "
"I will grant you Jesus," interrupted the other.

"Well, then," cried Lucas, "and why should Jesus have nothing to do with his church – why should his words and his life be of no authority among those who profess to adore him? Here is a man who was the world's first revolutionist, the true founder of the Socialist movement; a man whose whole being was one flame of hatred for wealth, and all that wealth stands for, – for the pride of wealth, and the luxury of wealth, and the tyranny of wealth; who was himself a beggar and a tramp, a man of the people, an associate of saloon-keepers and women of the town; who again and again, in the most explicit language, denounced wealth and the holding of wealth: 'Lay not up for yourselves treasures on earth!' – 'Sell that ye have and give alms!' – 'Blessed are ye poor, for yours is the kingdom of Heaven!' – 'Woe unto you that are rich, for ye have received your consolation!' – 'Verily, I say unto you, that a rich man shall hardly enter into the kingdom of Heaven!' Who denounced in unmeasured terms the exploiters of his own time: 'Woe unto you, scribes and pharisees, hypocrites!' – 'Woe unto you also, ye lawyers!' – 'Ye serpents, ye generation of vipers, how can ye escape the damnation of hell?' Who drove out the businessmen and brokers from the temple with a whip! Who was crucified – think of it – for an incendiary and a disturber of the social order! And this man they have made into the high priest of property and smug respectability, a divine sanction of all the horrors and abominations of modern commercial civilization! Jeweled images are made of him, sensual priests burn incense to him, and modern pirates of industry bring their dollars, wrung from the toil of
helpless women and children, and build temples to him, and sit in cushioned seats and
listen to his teachings expounded by doctors of dusty divinity – "

"Bravo!" cried Schliemann, laughing. But the other was in full career – he had talked
this subject every day for five years, and had never yet let himself be stopped. "This
Jesus of Nazareth!" he cried. "This class-conscious working-man! This union
carpenter! This agitator, law-breaker, firebrand, anarchist! He, the sovereign lord and
master of a world which grinds the bodies and souls of human beings into dollars – if
he could come into the world this day and see the things that men have made in his
name, would it not blast his soul with horror? Would he not go mad at the sight of it,
he the Prince of Mercy and Love! That dreadful night when he lay in the Garden of
Gethsemane and writhed in agony until he sweat blood – do you think that he saw
anything worse than he might see tonight upon the plains of Manchuria, where men
march out with a jeweled image of him before them, to do wholesale murder for the
benefit of foul monsters of sensuality and cruelty? Do you not know that if he were in
St. Petersburg now, he would take the whip with which he drove out the bankers from
his temple – "

Here the speaker paused an instant for breath. "No, comrade," said the other,
dryly, "for he was a practical man. He would take pretty little imitation lemons, such
as are now being shipped into Russia, handy for carrying in the pockets, and strong
enough to blow a whole temple out of sight."
Lucas waited until the company had stopped laughing over this; then he began again: "But look at it from the point of view of practical politics, comrade. Here is an historical figure whom all men reverence and love, whom some regard as divine; and who was one of us – who lived our life, and taught our doctrine. And now shall we leave him in the hands of his enemies – shall we allow them to stifle and stultify his example? We have his words, which no one can deny; and shall we not quote them to the people, and prove to them what he was, and what he taught, and what he did? No, no, a thousand times no! – we shall use his authority to turn out the knaves and sluggards from his ministry, and we shall yet rouse the people to action! – "

Lucas halted again; and the other stretched out his hand to a paper on the table. "Here, comrade," he said, with a laugh, "here is a place for you to begin. A bishop whose wife has just been robbed of fifty thousand dollars' worth of diamonds! And a most unctuous and oily of bishops! An eminent and scholarly bishop! A philanthropist and friend of labor bishop – a Civic Federation decoy duck for the chloroforming of the wage-working- man!"

To this little passage of arms the rest of the company sat as spectators. But now Mr. Maynard, the editor, took occasion to remark, somewhat naively, that he had always understood that Socialists had a cut-and-dried program for the future of civilization; whereas here were two active members of the party, who, from what he could make out, were agreed about nothing at all. Would the two, for his enlightenment, try to ascertain just what they had in common, and why they belonged
to the same party? This resulted, after much debating, in the formulating of two carefully worded propositions: First, that a Socialist believes in the common ownership and democratic management of the means of producing the necessities of life; and, second, that a Socialist believes that the means by which this is to be brought about is the class conscious political organization of the wage-earners. Thus far they were at one; but no farther. To Lucas, the religious zealot, the co-operative commonwealth was the New Jerusalem, the kingdom of Heaven, which is "within you." To the other, Socialism was simply a necessary step toward a far-distant goal, a step to be tolerated with impatience. Schliemann called himself a "philosophic anarchist"; and he explained that an anarchist was one who believed that the end of human existence was the free development of every personality, unrestricted by laws save those of its own being. Since the same kind of match would light every one's fire and the same-shaped loaf of bread would fill every one's stomach, it would be perfectly feasible to submit industry to the control of a majority vote. There was only one earth, and the quantity of material things was limited. Of intellectual and moral things, on the other hand, there was no limit, and one could have more without another's having less; hence "Communism in material production, anarchism in intellectual," was the formula of modern proletarian thought. As soon as the birth agony was over, and the wounds of society had been healed, there would be established a simple system whereby each man was credited with his labor and debited with his purchases; and after that the processes of production, exchange, and
consumption would go on automatically, and without our being conscious of them, any more than a man is conscious of the beating of his heart. And then, explained Schliemann, society would break up into independent, self-governing communities of mutually congenial persons; examples of which at present were clubs, churches, and political parties. After the revolution, all the intellectual, artistic, and spiritual activities of men would be cared for by such "free associations"; romantic novelists would be supported by those who liked to read romantic novels, and impressionist painters would be supported by those who liked to look at impressionist pictures – and the same with preachers and scientists, editors and actors and musicians. If any one wanted to work or paint or pray, and could find no one to maintain him, he could support himself by working part of the time. That was the case at present, the only difference being that the competitive wage system compelled a man to work all the time to live, while, after the abolition of privilege and exploitation, any one would be able to support himself by an hour's work a day. Also the artist's audience of the present was a small minority of people, all debased and vulgarized by the effort it had cost them to win in the commercial battle, of the intellectual and artistic activities which would result when the whole of mankind was set free from the nightmare of competition, we could at present form no conception whatever.

And then the editor wanted to know upon what ground Dr. Schliemann asserted that it might be possible for a society to exist upon an hour's toil by each of its members. "Just what," answered the other, "would be the productive capacity of
society if the present resources of science were utilized, we have no means of ascertaining; but we may be sure it would exceed anything that would sound reasonable to minds inured to the ferocious barbarities of capitalism. After the triumph of the international proletariat, war would of course be inconceivable; and who can figure the cost of war to humanity – not merely the value of the lives and the material that it destroys, not merely the cost of keeping millions of men in idleness, of arming and equipping them for battle and parade, but the drain upon the vital energies of society by the war attitude and the war terror, the brutality and ignorance, the drunkenness, prostitution, and crime it entails, the industrial impotence and the moral deadness? Do you think that it would be too much to say that two hours of the working time of every efficient member of a community goes to feed the red fiend of war?

And then Schliemann went on to outline some of the wastes of competition: the losses of industrial warfare; the ceaseless worry and friction; the vices – such as drink, for instance, the use of which had nearly doubled in twenty years, as a consequence of the intensification of the economic struggle; the idle and unproductive members of the community, the frivolous rich and the pauperized poor; the law and the whole machinery of repression; the wastes of social ostentation, the milliners and tailors, the hairdressers, dancing masters, chefs and lackeys. "You understand," he said, "that in a society dominated by the fact of commercial competition, money is necessarily the test of prowess, and wastefulness the sole criterion of power. So we
have, at the present moment, a society with, say, thirty per cent of the population occupied in producing useless articles, and one per cent occupied in destroying them. And this is not all; for the servants and panders of the parasites are also parasites, the milliners and the jewelers and the lackeys have also to be supported by the useful members of the community. And bear in mind also that this monstrous disease affects not merely the idlers and their menials, its poison penetrates the whole social body. Beneath the hundred thousand women of the elite are a million middle-class women, miserable because they are not of the elite, and trying to appear of it in public; and beneath them, in turn, are five million farmers' wives reading 'fashion papers' and trimming bonnets, and shop-girls and serving-maids selling themselves into brothels for cheap jewelry and imitation seal- skin robes. And then consider that, added to this competition in display, you have, like oil on the flames, a whole system of competition in selling! You have manufacturers contriving tens of thousands of catchpenny devices, storekeepers displaying them, and newspapers and magazines filled up with advertisements of them!"

"And don't forget the wastes of fraud," put in young Fisher.

"When one comes to the ultra-modern profession of advertising," responded Schliemann – "the science of persuading people to buy what they do not want – he is in the very center of the ghastly charnel house of capitalist destructiveness, and he scarcely knows which of a dozen horrors to point out first. But consider the waste in time and energy incidental to making ten thousand varieties of a thing for purposes of
ostentation and snobbishness, where one variety would do for use! Consider all the waste incidental to the manufacture of cheap qualities of goods, of goods made to sell and deceive the ignorant; consider the wastes of adulteration, – the shoddy clothing, the cotton blankets, the unstable tenements, the ground-cork life-preservers, the adulterated milk, the aniline soda water, the potato-flour sausages – "

"And consider the moral aspects of the thing," put in the ex-preacher.

"Precisely," said Schliemann; "the low knavery and the ferocious cruelty incidental to them, the plotting and the lying and the bribing, the blustering and bragging, the screaming egotism, the hurrying and worrying. Of course, imitation and adulteration are the essence of competition – they are but another form of the phrase 'to buy in the cheapest market and sell in the dearest.' A government official has stated that the nation suffers a loss of a billion and a quarter dollars a year through adulterated foods; which means, of course, not only materials wasted that might have been useful outside of the human stomach, but doctors and nurses for people who would otherwise have been well, and undertakers for the whole human race ten or twenty years before the proper time. Then again, consider the waste of time and energy required to sell these things in a dozen stores, where one would do. There are a million or two of business firms in the country, and five or ten times as many clerks; and consider the handling and rehandling, the accounting and reaccounting, the planning and worrying, the balancing of petty profit and loss. Consider the whole machinery of the civil law made necessary by these processes; the libraries of ponderous tomes, the courts and juries to
interpret them, the lawyers studying to circumvent them, the pettifogging and chicanery, the hatreds and lies! Consider the wastes incidental to the blind and haphazard production of commodities – the factories closed, the workers idle, the goods spoiling in storage; consider the activities of the stock manipulator, the paralyzing of whole industries, the overstimulation of others, for speculative purposes; the assignments and bank failures, the crises and panics, the deserted towns and the starving populations! Consider the energies wasted in the seeking of markets, the sterile trades, such as drummer, solicitor, bill-poster, advertising agent. Consider the wastes incidental to the crowding into cities, made necessary by competition and by monopoly railroad rates; consider the slums, the bad air, the disease and the waste of vital energies; consider the office buildings, the waste of time and material in the piling of story upon story, and the burrowing underground! Then take the whole business of insurance, the enormous mass of administrative and clerical labor it involves, and all utter waste – "

"I do not follow that," said the editor. "The Cooperative Commonwealth is a universal automatic insurance company and savings bank for all its members. Capital being the property of all, injury to it is shared by all and made up by all. The bank is the universal government credit-account, the ledger in which every individual's earnings and spendings are balanced. There is also a universal government bulletin, in which are listed and precisely described everything which the commonwealth has for sale. As no one makes any profit by the sale, there is no longer any stimulus to extravagance,
and no misrepresentation; no cheating, no adulteration or imitation, no bribery or 'grafting.'"

"How is the price of an article determined?"

"The price is the labor it has cost to make and deliver it, and it is determined by the first principles of arithmetic. The million workers in the nation's wheat fields have worked a hundred days each, and the total product of the labor is a billion bushels, so the value of a bushel of wheat is the tenth part of a farm labor-day. If we employ an arbitrary symbol, and pay, say, five dollars a day for farm work, then the cost of a bushel of wheat is fifty cents."

"You say 'for farm work,'" said Mr. Maynard. "Then labor is not to be paid alike?"

"Manifestly not, since some work is easy and some hard, and we should have millions of rural mail carriers, and no coal miners. Of course the wages may be left the same, and the hours varied; one or the other will have to be varied continually, according as a greater or less number of workers is needed in any particular industry. That is precisely what is done at present, except that the transfer of the workers is accomplished blindly and imperfectly, by rumors and advertisements, instead of instantly and completely, by a universal government bulletin."

"How about those occupations in which time is difficult to calculate? What is the labor cost of a book?"
"Obviously it is the labor cost of the paper, printing, and binding of it – about a fifth of its present cost."

"And the author?"

"I have already said that the state could not control intellectual production. The state might say that it had taken a year to write the book, and the author might say it had taken thirty. Goethe said that every bon mot of his had cost a purse of gold. What I outline here is a national, or rather international, system for the providing of the material needs of men. Since a man has intellectual needs also, he will work longer, earn more, and provide for them to his own taste and in his own way. I live on the same earth as the majority, I wear the same kind of shoes and sleep in the same kind of bed; but I do not think the same kind of thoughts, and I do not wish to pay for such thinkers as the majority selects. I wish such things to be left to free effort, as at present. If people want to listen to a certain preacher, they get together and contribute what they please, and pay for a church and support the preacher, and then listen to him; I, who do not want to listen to him, stay away, and it costs me nothing. In the same way there are magazines about Egyptian coins, and Catholic saints, and flying machines, and athletic records, and I know nothing about any of them. On the other hand, if wage slavery were abolished, and I could earn some spare money without paying tribute to an exploiting capitalist, then there would be a magazine for the purpose of interpreting and popularizing the gospel of Friedrich Nietzsche, the prophet of Evolution, and also of Horace Fletcher, the inventor of the noble science of clean
eating; and incidentally, perhaps, for the discouraging of long skirts, and the scientific breeding of men and women, and the establishing of divorce by mutual consent."

Dr. Schliemann paused for a moment. "That was a lecture," he said with a laugh, "and yet I am only begun!"

"What else is there?" asked Maynard.

"I have pointed out some of the negative wastes of competition," answered the other. "I have hardly mentioned the positive economies of co-operation. Allowing five to a family, there are fifteen million families in this country; and at least ten million of these live separately, the domestic drudge being either the wife or a wage slave. Now set aside the modern system of pneumatic house-cleaning, and the economies of co-operative cooking; and consider one single item, the washing of dishes. Surely it is moderate to say that the dishwashing for a family of five takes half an hour a day; with ten hours as a day's work, it takes, therefore, half a million able-bodied persons – mostly women to do the dishwashing of the country. And note that this is most filthy and deadening and brutalizing work; that it is a cause of anemia, nervousness, ugliness, and ill-temper; of prostitution, suicide, and insanity; of drunken husbands and degenerate children – for all of which things the community has naturally to pay. And now consider that in each of my little free communities there would be a machine which would wash and dry the dishes, and do it, not merely to the eye and the touch, but scientifically – sterilizing them – and do it at a saving of all the drudgery and nine-
tenths of the time! All of these things you may find in the books of Mrs. Gilman; and then take Kropotkin's Fields, Factories, and Workshops, and read about the new science of agriculture, which has been built up in the last ten years; by which, with made soils and intensive culture, a gardener can raise ten or twelve crops in a season, and two hundred tons of vegetables upon a single acre; by which the population of the whole globe could be supported on the soil now cultivated in the United States alone!

It is impossible to apply such methods now, owing to the ignorance and poverty of our scattered farming population; but imagine the problem of providing the food supply of our nation once taken in hand systematically and rationally, by scientists! All the poor and rocky land set apart for a national timber reserve, in which our children play, and our young men hunt, and our poets dwell! The most favorable climate and soil for each product selected; the exact requirements of the community known, and the acreage figured accordingly; the most improved machinery employed, under the direction of expert agricultural chemists! I was brought up on a farm, and I know the awful deadliness of farm work; and I like to picture it all as it will be after the revolution. To picture the great potato-planting machine, drawn by four horses, or an electric motor, ploughing the furrow, cutting and dropping and covering the potatoes, and planting a score of acres a day! To picture the great potato-digging machine, run by electricity, perhaps, and moving across a thousand-acre field, scooping up earth and potatoes, and dropping the latter into sacks! To every other kind of vegetable and fruit handled in the same way – apples and oranges picked by machinery, cows milked by
electricity – things which are already done, as you may know. To picture the harvest fields of the future, to which millions of happy men and women come for a summer holiday, brought by special trains, the exactly needful number to each place! And to contrast all this with our present agonizing system of independent small farming, – a stunted, haggard, ignorant man, mated with a yellow, lean, and sad-eyed drudge, and toiling from four o'clock in the morning until nine at night, working the children as soon as they are able to walk, scratching the soil with its primitive tools, and shut out from all knowledge and hope, from all their benefits of science and invention, and all the joys of the spirit – held to a bare existence by competition in labor, and boasting of his freedom because he is too blind to see his chains!

Dr. Schliemann paused a moment. "And then," he continued, "place beside this fact of an unlimited food supply, the newest discovery of physiologists, that most of the ills of the human system are due to overfeeding! And then again, it has been proven that meat is unnecessary as a food; and meat is obviously more difficult to produce than vegetable food, less pleasant to prepare and handle, and more likely to be unclean. But what of that, so long as it tickles the palate more strongly?"

"How would Socialism change that?" asked the girl-student, quickly. It was the first time she had spoken.

"So long as we have wage slavery," answered Schliemann, "it matters not in the least how debasing and repulsive a task may be, it is easy to find people to perform it. But
just as soon as labor is set free, then the price of such work will begin to rise. So one by one the old, dingy, and unsanitary factories will come down – it will be cheaper to build new; and so the steamships will be provided with stoking machinery, and so the dangerous trades will be made safe, or substitutes will be found for their products. In exactly the same way, as the citizens of our Industrial Republic become refined, year by year the cost of slaughterhouse products will increase; until eventually those who want to eat meat will have to do their own killing – and how long do you think the custom would survive then? – To go on to another item – one of the necessary accompaniments of capitalism in a democracy is political corruption; and one of the consequences of civic administration by ignorant and vicious politicians, is that preventable diseases kill off half our population. And even if science were allowed to try, it could do little, because the majority of human beings are not yet human beings at all, but simply machines for the creating of wealth for others. They are penned up in filthy houses and left to rot and stew in misery, and the conditions of their life make them ill faster than all the doctors in the world could heal them; and so, of course, they remain as centers of contagion, poisoning the lives of all of us, and making happiness impossible for even the most selfish. For this reason I would seriously maintain that all the medical and surgical discoveries that science can make in the future will be of less importance than the application of the knowledge we already possess, when the disinherited of the earth have established their right to a human existence."
And here the Herr Doctor relapsed into silence again. Jurgis had noticed that the beautiful young girl who sat by the center-table was listening with something of the same look that he himself had worn, the time when he had first discovered Socialism. Jurgis would have liked to talk to her, he felt sure that she would have understood him. Later on in the evening, when the group broke up, he heard Mrs. Fisher say to her, in a low voice, "I wonder if Mr. Maynard will still write the same things about Socialism"; to which she answered, "I don't know – but if he does we shall know that he is a knave!"

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And only a few hours after this came election day – when the long campaign was over, and the whole country seemed to stand still and hold its breath, awaiting the issue. Jurgis and the rest of the staff of Hinds's Hotel could hardly stop to finish their dinner, before they hurried off to the big hall which the party had hired for that evening.

But already there were people waiting, and already the telegraph instrument on the stage had begun clicking off the returns. When the final accounts were made up, the Socialist vote proved to be over four hundred thousand – an increase of something like three hundred and fifty per cent in four years. And that was doing well; but the party was dependent for its early returns upon messages from the locals, and naturally those locals which had been most successful were the ones which felt most like
reporting; and so that night every one in the hall believed that the vote was going to be six, or seven, or even eight hundred thousand. Just such an incredible increase had actually been made in Chicago, and in the state; the vote of the city had been 6,700 in 1900, and now it was 47,000; that of Illinois had been 9,600, and now it was 69,000! So, as the evening waxed, and the crowd piled in, the meeting was a sight to be seen. Bulletins would be read, and the people would shout themselves hoarse – and then some one would make a speech, and there would be more shouting; and then a brief silence, and more bulletins. There would come messages from the secretaries of neighboring states, reporting their achievements; the vote of Indiana had gone from 2,300 to 12,000, of Wisconsin from 7,000 to 28,000; of Ohio from 4,800 to 36,000! There were telegrams to the national office from enthusiastic individuals in little towns which had made amazing and unprecedented increases in a single year: Benedict, Kansas, from 26 to 260; Henderson, Kentucky, from 19 to 111; Holland, Michigan, from 14 to 208; Cleo, Oklahoma, from 0 to 104; Martin's Ferry, Ohio, from 0 to 296 – and many more of the same kind. There were literally hundreds of such towns; there would be reports from half a dozen of them in a single batch of telegrams. And the men who read the despatches off to the audience were old campaigners, who had been to the places and helped to make the vote, and could make appropriate comments: Quincy, Illinois, from 189 to 831 – that was where the mayor had arrested a Socialist speaker! Crawford County, Kansas, from 285 to 1,975; that was the home
of the "Appeal to Reason"! Battle Creek, Michigan, from 4,261 to 10,184; that was the
answer of labor to the Citizens' Alliance Movement!

And then there were official returns from the various precincts and wards of
the city itself! Whether it was a factory district or one of the "silk-stockings" wards
seemed to make no particular difference in the increase; but one of the things which
surprised the party leaders most was the tremendous vote that came rolling in from the
stockyards. Packingtown comprised three wards of the city, and the vote in the spring
of 1903 had been 500, and in the fall of the same year, 1,600. Now, only one year
later, it was over 6,300 – and the Democratic vote only 8,800! There were other wards
in which the Democratic vote had been actually surpassed, and in two districts,
members of the state legislature had been elected. Thus Chicago now led the country;
it had set a new standard for the party, it had shown the workingmen the way!

– So spoke an orator upon the platform; and two thousand pairs of eyes were fixed
upon him, and two thousand voices were cheering his every sentence. The orator had
been the head of the city's relief bureau in the stockyards, until the sight of misery and
corruption had made him sick. He was young, hungry-looking, full of fire; and as he
swung his long arms and beat up the crowd, to Jurgis he seemed the very spirit of the
revolution. "Organize! Organize! Organize!" – that was his cry. He was afraid of this
tremendous vote, which his party had not expected, and which it had not earned.
"These men are not Socialists!" he cried. "This election will pass, and the excitement
will die, and people will forget about it; and if you forget about it, too, if you sink back
and rest upon your oars, we shall lose this vote that we have polled to-day, and our enemies will laugh us to scorn! It rests with you to take your resolution – now, in the flush of victory, to find these men who have voted for us, and bring them to our meetings, and organize them and bind them to us! We shall not find all our campaigns as easy as this one. Everywhere in the country tonight the old party politicians are studying this vote, and setting their sails by it; and nowhere will they be quicker or more cunning than here in our own city. Fifty thousand Socialist votes in Chicago means a municipal-ownership Democracy in the spring! And then they will fool the voters once more, and all the powers of plunder and corruption will be swept into office again! But whatever they may do when they get in, there is one thing they will not do, and that will be the thing for which they were elected! They will not give the people of our city municipal ownership – they will not mean to do it, they will not try to do it; all that they will do is give our party in Chicago the greatest opportunity that has ever come to Socialism in America! We shall have the sham reformers self-stultified and self-convicted; we shall have the radical Democracy left without a lie with which to cover its nakedness! And then will begin the rush that will never be checked, the tide that will never turn till it has reached its flood – that will be irresistible, overwhelming – the rallying of the outraged workingmen of Chicago to our standard! And we shall organize them, we shall drill them, we shall marshal them for the victory! We shall bear down the opposition, we shall sweep if before us – and Chicago will be ours! Chicago will be ours! CHICAGO WILL BE OURS!"
The Jungle Reflection

Directions: Write a reflection with your feelings about the issues that Upton Sinclair discussed in his novel.

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The American Industrial Revolution
Week 4: Politics, Wrap-up & Review, Lasting Effects & Consequences

History Standard 11.2: Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

Day 1
☐ Compare and contrast Social Darwinism, the Social Gospel, and the political machines from last week. After writing about the similarities and differences between the three “social reforms,” write a response discussing which social reform you agree with the most and why? Do this on the page called “Social Darwinism, the Social Gospel, and the Political Machines.”

☐ Read the section “Politics” and complete the comprehension questions.

☐ Use this week to work on your final project. It is due in two weeks.

Day 2
☐ Read the section “Wrap-up & Consequences.”

☐ Work on your final project.

Day 3
☐ Explain the three most interesting things you learned throughout this unit and explain why on the page called “Your Interests.”

☐ Work on your final project.

Day 4
☐ Make a list of the important consequences that resulted from the American Industrial Revolution on the page labeled “Consequence List.”
Once you have made your list, explain why those consequences happened. Provide specific examples and details.

Work on your final project.

**Day 5**

Complete the “American Industrial Revolution Final Reflection.”

Work on your final project.

Optional: if you can watch the movie *Newsies* do it! It shows child labor during the American Industrial Revolution in 1899 through the New York newspaper delivery boys. It is a fun movie and it is a great way to see all you have learned on the T.V. screen.
Social Darwinism, the Social Gospel, and the Political Machines

Directions: Compare and contrast Social Darwinism, the Social Gospel, and the political machines you read about last week. After writing about the similarities and differences between the three “social reforms,” write a response discussing which social reform you agree with the most and why?

Social Darwinism, Social Gospel, and Political Machine Differences:

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Social Darwinism, Social Gospel, and Political Machine Similarities:

_____________________________________________________________________
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_____________________________________________________________________
Explain which social reform you agree with the most and why:
Politics

**The Main Idea:** As the year 1900 approached, corruption increased and the economy stayed strong. The political parties, Republicans and Democrats, were too divided in their policies to stop the nation’s social problems. As long as the economy stayed strong, there was no need to end corruption. A group of farmers created the People’s Party in the populism movement to fight for their rights and interests. Populism was a great idea, but it did not stay in politics for very long.

**The Government and the Economy**

Before 1883, government leaders could appoint anyone they wanted to office. This meant that whoever funded their campaign or did favors for them would be repaid by getting into public office. This led to a major problem of corruption. In 1883, Congress passed the Pendleton Act to make sure that the people appointed to public office went through examinations (Appleby, et al., 2006). The Pendleton Act was one of the first steps to end some of the government’s corruption.

Republicans and Democrats were evenly split in the government and had to share equal power between 1877 and 1896. The Democrats had the power in the House and the Republicans had the power in the Senate. Thus, not much reform or change happened during the American Industrial Revolution. There were four Republican presidents during the American Industrial Revolution. Even though the Republicans won the presidential seat, political bosses and industry leaders had power over the Democratic and Republican leaders. The American people overall thought
that the government was extremely corrupt and they were suspicious of government officials.

Corruption in the government meant no regulations or rules. This allowed companies to raise prices and do what they wanted to keep their businesses profiting. Farmers were angry with the big railroad companies because they charged high prices for transporting crops and other goods. Eventually, Congress passed the Interstate Commerce Act creating the Interstate Commerce Commission. This commission was in charge of regulating trade between states, but Congress could not agree on taxes for the interstate trade and so nothing changed.

During the election of 1888, the Republicans won the presidency and both houses of Congress. This allowed the Republicans to pass laws without much opposition from the Democrats. One significant law, introduced by William McKinley, that was passed lowered taxes on tobacco and raw sugar. However, it raised taxes on other goods, like clothes. Many people could no longer afford the goods that had higher taxes. This turned the country’s surplus into a deficit. The country went from making money to being in debt.

**Populism**

Farmers felt taken advantage of during the American Industrial Revolution. Higher taxes made it hard for them to transport their goods and buy machinery to do their farming. The economy expanded so quickly and prices decreased so quickly, that farmers could not afford the expensive machinery and could not sell their crops so cheaply. Democrats and Republicans did not represent the interests of the farmers.
Thus, the farmers joined the Populist movement and created the People’s Party so that they would have political power and have people working for their interests. In 1892, the People’s Party nominated James Weaver for president. The Populists’ main goal was to have the government protect its citizens from corrupt and big companies. Weaver lost to the Democratic candidate Grover Cleveland.

In 1893, the economy was hit hard when some railroad companies claimed bankruptcy, Wall Street crashed, and the banks closed (Appleby, et al., 2006). Cleveland was not reelected in 1896. In 1896, the People’s Party wanted American currency to be backed by silver and not everyone agreed with this stance. The Republican William McKinley won the presidency and the Populist movement ended. Gold backed currency became the official currency of the United States.
Wrap-up & Consequences

The American Industrial Revolution transformed the United States into modern America. New and improved inventions, like the light bulb, inspired new companies and the building of factories. People went from living in rural areas, like farms, to the big cities as more and more jobs became available. As more people moved to the cities, the cities had to expand services and buildings. Public transportation helped transport commuters from the suburbs and locations in the cities to their jobs. Buildings could not grow wider, so they grew upwards. Skyscrapers towered into the skyline and represented the magnificence of big cities.

With so many new jobs available, immigrants came to America in huge numbers from Europe and Asia to find a better life. The standard of living increased for both native-born Americans and immigrants because they had running water, electricity, and other things. Since so many immigrants came to United States very quickly and some Americans felt insecure with this influx, the feeling of nativism started. Some Americans blamed immigrants for all the ills in society.

The population increased rapidly in America and many cities were not prepared for this. Crime and violence became normal. Corruption filled the streets and influenced businesses through the cities. Companies used unfair job practices with their workers, both male and female. Companies also used child labor because it was inexpensive. The working conditions were horrible with dangerous machines,
toxic fumes, and long hours without many breaks. Also, many of the workers did not make a lot of money compared to how much the factory owner made. Unions started to form to promote the interests of the workers.

Political parties did not help many of the problems in the country. The Democrats and Republicans shared power and Congress could not get a majority to pass laws to help the people of America. Thus, farmers tried to fight for their interests through the People’s Party during the Populist movement. While populism did not gain political power, it gave a voice to the farmers.

The American Industrial Revolution became known as the Gilded Age. The Gilded Age actually means something that looks shiny and new on the outside but is not. Society looked shiny and new but had many problems.

The American Industrial Revolution was a time of great change. People went from horse-powered transportation to engines, from using candlelight to the light bulb, and from living on farms to cramped spaces in the big cities. The lasting effects are still important today. Many people made huge amounts of money and used it to set up famous museums, libraries and universities. Some skyscrapers that were built during this time period are still standing today and act as a part of America’s history. Cities still have ethnic areas like Little Italy and China Town. The ancestors of many Americans today immigrated during the American Industrial Revolution. The IPod you carry around started during the Industrial Revolution with factories and new inventions. Modern America started with the American Industrial Revolution.
Your Interests

**Directions:** Explain the three most interesting things you learned during this unit.

1.

2.

3.
Consequence List

Directions: Make a list of the important consequences that resulted from the American Industrial Revolution. Once you have made your list, explain why those consequences happened. Provide specific examples and details.

1.

2.

3.

4.

5.

6.
American Industrial Revolution Final Reflection

**Directions:** Answer the following reflection questions and responses. Then do a free write reflection about this entire experience in the “other comments” part.

Agree or disagree on a scale from 1 to 10 with 10 being highest. Circle your choice.

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<th>Disagree</th>
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1. After completing this entire unit, do you feel successful in your learning? Explain why or why not. Provide examples from the activities you completed in this unit.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Which activities helped you learn the information the most? Which activities did you enjoy the most? Are they the same or different? Explain why you think this may be.

__________________________________________________________________________

__________________________________________________________________________

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3. Think of two activities you wished were included in this unit and explain them.

__________________________________________________________________________

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Other Comments:
Final Project Assignment
American Industrial Revolution
5-Day Journal

Overview of Assignment
• You will create a journal from the perspective of a type of working person who lived during the American Industrial Revolution. Choose one type of person listed below and write a journal from that person’s point of view. Include personal things about his/her life. Think about the phrase “walk in someone else’s shoes for a day”.

Type of Person: man, woman, minority, African American, industry leader, child. (If you have another idea for a type of person, discuss it with your teacher.)

Requirements
• The journal entries must discuss five days of the life from the person you choose. Each journal entry must be one page or longer. Thus, you should have at least five handwritten or typed pages.
• The journal entries must include at least nine correct facts to describe life during the American Industrial Revolution.
• Include personal information about your chosen person. For example, you could write about where the person goes after work, where he/she works, what his/her working hours are like, how he/she is treated at work, his/her social class, his/her family life, etc.
• The journal entries must be grammatically correct. In addition, your journal entries should have more than one paragraph. Design your paragraphs so that they are well organized and they help describe your ideas. Look at the rubric for scoring.
• Be creative and have fun! You can design your own journal and pages! You could make the pages look rustic by using a certain type of pen to make them look like old ink or burn the edges of the papers, etc.
• Design a cover page for the front of the journal.
• Refer to the attached rubric!

The journal is due two weeks after you finish the American Industrialization Revolution unit.
Final Project Assignment
American Industrial Revolution
Essay

Overview
- Write a two to four page essay describing the impacts of the American Industrial Revolution. There were both positive and negative effects and many effects can be argued either way. Also, you can choose whether you want to discuss the short term effects or the long term effects. Choose the ones you think are the most important and discuss them in your essay.
- Use the packets from the past weeks on the American Industrial Revolution to help you write this essay. You may also use sources other than those given to you in class. You do not need to cite where you got your information if you use it from the packets in class.

Requirements
- Complete the essay packet.
- Discuss the impacts of the American Industrial Revolution. You can choose which areas you want to write about.
  - Ideas: child labor, economy, inventions, industry leaders, labor unions, treatment and rights of minorities, immigration, or growth of cities.
  - You are not limited to these ideas! Write about what you think is most important.
- The essay must be between two and four pages long.
  - It may be handwritten or typed. If you type the essay, make sure to double space the lines and use 12-point font.
- Include an introduction and a conclusion.
- Ideas should be organized and clear.
- Paragraphs need to include topic sentences and evidence! Be sure to make connections between the evidence and your main point in your paragraph.
- The essay should be grammatically correct! Punctuation, capitalization, sentence structure (no fragments) are all important.
- Refer to the rubric for grading!

The essay is due two weeks after you finish the American Industrialization unit.
Paper Outline Example

Topic:

Introduction:
  a.
  b.
  c.
  d.
  e.

Thesis Statement (what you think are the most important impacts of the American Industrialization Revolution):
Paragraph 1
Topic Sentence:

Main Point:

Evidence:

Analysis: (how does the evidence prove the main point and why is the main point important to your thesis statement)

Paragraph 2
Topic Sentence:

Main Point:

Evidence:
Analysis: (how does the evidence prove the main point and why is the main point important to your thesis statement)

Paragraph 3
Topic Sentence:

Main Point:

Evidence:
Analysis: (how does the evidence prove the main point and why is the main point important to your thesis statement)

Paragraph 4
Topic Sentence:

Main Point:

Evidence:
Analysis: (how does the evidence prove the main point and why is the main point important to your thesis statement)
Conclusion
a.

b.

c.
Brainstorming
# 5 Day Journal Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Beginning</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Qualified</strong></th>
<th><strong>Exemplary</strong></th>
<th><strong>Score</strong></th>
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<tr>
<td><strong>Content Accuracy</strong></td>
<td>The journal does not include correct facts about the topic.</td>
<td>The journal contains 3-4 correct facts about the topic.</td>
<td>The journal contains 5-8 correct facts about the topic.</td>
<td>The journal contains 9-10 accurate facts about the topic.</td>
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<tr>
<td><strong>Format</strong></td>
<td>Follows with less than 60% of the requirements for the journal.</td>
<td>Follows with some of the requirements for the journal.</td>
<td>Follows with most of the requirements for the journal.</td>
<td>Follows with all the requirements for the journal.</td>
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<tr>
<td><strong>Ideas</strong></td>
<td>It was difficult to figure out what the journal was about.</td>
<td>Ideas were somewhat organized but still not very clear.</td>
<td>Ideas were expressed clearly but the organization could have been better.</td>
<td>Ideas were expressed clearly and very organized.</td>
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<tr>
<td><strong>Sentences &amp; Paragraphs</strong></td>
<td>Many sentence fragments, run on sentences, or paragraph needs work.</td>
<td>Most sentences are complete and well constructed. Paragraphs need work.</td>
<td>All sentences are complete and well constructed. Paragraphs are organized and constructed well.</td>
<td>Sentences and paragraphs are complete, well constructed, and use varied structure.</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>Writer makes more than 5 errors in capitalization, punctuation, and spelling or grammar.</td>
<td>Writer makes 3-4 errors in capitalization, punctuation, and spelling or grammar.</td>
<td>Writer makes 1-2 errors in capitalization, punctuation, and spelling or grammar.</td>
<td>Writer does not make errors in capitalization, punctuation, and spelling or grammar.</td>
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# Essay Rubric

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Voice</th>
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<tr>
<td><strong>5</strong></td>
<td>• Essay is clear and focused&lt;br&gt;• Paper engages the reader&lt;br&gt;• Evidence successfully supports the thesis</td>
<td>• Introduction and conclusion make the essay focused&lt;br&gt;• Pacing, evidence, and topic sentences are logical and effective to support the thesis statement</td>
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<td><strong>4</strong></td>
<td>• Essay is clear and focused&lt;br&gt;• Essay engages the reader&lt;br&gt;• Evidence is relevant and somewhat supports the thesis</td>
<td>• Effective introduction and conclusion&lt;br&gt;• Pacing, evidence, and topic sentences guide the reader through the essay and thus support the thesis statement</td>
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<td><strong>3</strong></td>
<td>• Essay is general and may be unfocused&lt;br&gt;• Essay somewhat engages the reader&lt;br&gt;• Evidence is somewhat relevant and kind of supports the thesis</td>
<td>• Essay includes an introduction and conclusion&lt;br&gt;• Pacing, evidence, and topic sentences guide the reader without confusion</td>
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<tr>
<td><strong>2</strong></td>
<td>• Essay is too general and is very focused&lt;br&gt;• (it is hard to understand the main points)&lt;br&gt;• Essay does not engage the reader&lt;br&gt;• Evidence is not relevant to the paper</td>
<td>• Attempts an introduction and conclusion&lt;br&gt;• Sometimes the pacing, evidence, and topic sentences are not present in the essay</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>• Essay does not have a defined topic&lt;br&gt;• Paper does not engage the reader&lt;br&gt;• There is not any evidence</td>
<td>• Essay does not include an introduction and/or conclusion&lt;br&gt;• The pacing, evidence, and topic sentences are not present in the essay</td>
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<td><strong>Word Choice</strong></td>
<td><strong>Sentence Fluency</strong></td>
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<td>5</td>
<td>• Words are engaging and knowledgeable &lt;br&gt;• Words guide the reader to understand the essay</td>
<td>• Writing flows and is easy to read &lt;br&gt;• Purposeful and varied sentences (long and short) that guide the reader’s understanding of the main points of the essay</td>
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<td>4</td>
<td>• Words are engaging and vocabulary is used correctly &lt;br&gt;• Words help to guide the reader in his/her understanding</td>
<td>• Writing flows and is easy to read &lt;br&gt;• Sentences are well built and varied in structure that guide the reader through the essay</td>
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<td>3</td>
<td>• Words somewhat engage the reader and vocabulary is sometimes used correctly &lt;br&gt;• Words guide the reader somewhat</td>
<td>• Writing somewhat flows but can be confusing at times &lt;br&gt;• Sentences are grammatically correct but not well built</td>
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<td>2</td>
<td>• Words do not engage the reader and the vocabulary is sometimes used incorrectly &lt;br&gt;• Words do not guide the reader</td>
<td>• Writing sometimes flows but is very confusing &lt;br&gt;• Sentences are awkward and sometimes incomplete</td>
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<td>1</td>
<td>• Words do not engage the reader and the vocabulary is used incorrectly &lt;br&gt;• Word choice confuses the reader</td>
<td>• Writing does not flow and the reader cannot follow &lt;br&gt;• Sentences are choppy, incomplete, and are not varied</td>
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APPENDIX B

U.S. History and Edge
## U.S. History and Edge

**Directions:** Please help me!!! I need a list of all your students currently taking U.S. History with their Edge level. This will assist me in writing my thesis. Thank you so much!

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<tr>
<th>U.S. History Students</th>
<th>Edge Level</th>
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REFERENCES


