

Study Guide



Chapter 3, Section 1

For use with textbook pages 236–242

SETTLING THE WEST

CONTENT VOCABULARY

- placer mining** the process of removing mineral ore by hand (page 237)
- quartz mining** the process of removing ore by digging deep beneath the surface (page 237)
- vigilance committee** self-appointed volunteers who tracked down and punished wrongdoers (page 238)
- open range** vast areas of grassland owned by the federal government (page 238)
- long drive** cattle run in which herds were moved great distances to a rail line, where they were shipped to market (page 239)
- homestead** a tract of public land available for settlement (page 240)
- assimilate** to be absorbed into (page 242)

DRAWING FROM EXPERIENCE

What images come to mind when you hear the word *cowhands*? What kind of life do you think they had? What kind of work did they do? Where do most of your ideas about cowboys come from?

In this section, you will learn about the start of the mining industry in the West. You will also learn how ranchers helped to settle large areas of the West.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. The Great Plains was at first thought of as a desert. List the reasons that helped to change that image of the Great Plains and encourage settlement there.



California History-Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

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.

Focuses on: 11.1.4, 11.2.6

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Chapter 3, Section 1 *(continued)*



READ TO LEARN

- **Growth of the Mining Industry** *(page 237)*

The discovery of minerals in the West led to a flood of people hoping to strike it rich. At first, the prospectors would try to extract the mineral ore by hand. This process was called **placer mining**. After these deposits diminished, corporations would move in to dig beneath the surface. This process was called **quartz mining**.

Academic Vocabulary
extract: to remove by force (p. 237)

In 1859 a prospector named Henry Comstock staked a claim in Six-Mile Canyon, Nevada. There he found nearly pure silver ore. News of the strike brought huge numbers of miners to Virginia City, Nevada. The town soon became a boomtown with thousands of people, shops, newspapers, and a hotel. When the silver deposits ran out and the mines closed, the once booming town became a ghost town, like many other towns in the West.

During boom times, crime was a problem in the mining towns. Prospectors fought over claims, and thieves roamed the streets. There was little law enforcement. As a result, volunteers sometimes formed **vigilance committees** to find and punish wrongdoers.

Men were usually the first settlers in mining towns. However, the towns soon attracted women. Some owned property and were leaders of the community. Others worked as cooks. Some women worked at places called “hurdy-gurdy” houses, where they danced with men for the price of a drink.

Mining also led to the development of towns in Colorado, the Dakota Territory, and Montana. Although there was plenty of gold and silver in the mountains in Colorado, much of it was below the surface and difficult to get out. A big strike happened in the late 1870s in Leadville, where deep deposits of lead contained large amounts of silver. By 1879 thousands of people were pouring into Leadville, which became a well-known boomtown.

The gold and silver found in Colorado were worth more than one billion dollars. This led to the building of railroads through the Rocky Mountains. The railroad helped change Denver into the second largest city in the West.

Gold was discovered in the Black Hills of the Dakota Territory, and copper was discovered in Montana. The discoveries led to a rush of settlers and the development of boomtowns in the 1870s and 1880s. In 1889, Congress divided the Dakota Territory. North Dakota, South Dakota, and Montana became new states.

5. Who made the greatest profits from mining in the West?

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Chapter 3, Section 1 (continued)

• Ranching and Farming the Plains (page 238)

After the Civil War, many Americans headed west to build cattle ranches on the Great Plains. In the early 1800s, Americans believed that the Great Plains had too little water and tough prairie grasses for cattle from the East. However, Texas had a breed of cattle, the longhorn, that was adapted to living on the Great Plains. This breed had descended from a breed of Spanish cattle that had been brought to Mexico two hundred years earlier.

Mexicans had begun cattle ranching in New Mexico, California, and Texas before these places were part of the United States. Cattle ranching grew in part because of the **open range**—a vast area of grassland owned by the federal government. The open range made up a large part of the Great Plains. This provided land for ranchers to graze their herds free of charge. Mexican cowhands developed the tools and equipment used for rounding up and driving cattle.

Prior the Civil War, there was little reason for ranchers to round up the cattle. Beef prices were low, and it was not practical to move the cattle to eastern markets. However, the Civil War and the building of railroads changed this situation. During the Civil War, eastern cattle were slaughtered to provide food for the armies. After the war, beef prices rose sharply. This made it worthwhile to round up the longhorns and move them east.

By the end of the Civil War, railroad lines reached to the Great Plains. They ended at Abilene and Dodge City in Kansas and in Sedalia, Missouri. Cattle ranchers realized that they could make a profit if they rounded up and drove their cattle north to the railroad. There they could be sold for profit and shipped east. In 1866 ranchers rounded up thousands of longhorns and drove them to Sedalia, Missouri. This first **long drive** was a success. The cattle sold for 10 times the price they could have gotten in Texas. Several long drive trails soon opened.

In the late 1800s, several things changed the image of the Great Plains as being a desert. Railroad companies sold land along the rail lines that they built through the Plains. They sold the land at low prices, attracting settlers there. Railroads opened offices throughout the United States and Europe. They advertised the Plains as being a ticket to prosperity. A Nebraskan encouraged settlement by claiming that farming the Plains would increase rainfall there. In the 1870s, the weather seemed to support that claim. Starting then, rainfall on the Plains was well above average. This helped to change the popular belief that the region was a desert.

The government supported settlement of the Great Plains by passing the Homestead Act in 1862. An individual could file for a **homestead**, or a tract of public land available for settlement, for a \$10 registration fee. People could claim up to 160 acres of public land. They could receive title to that land after living there for five years.

Academic Vocabulary

adapt: to change in order to meet the demands of a certain environment or circumstance (p. 238)

Academic Vocabulary

prior: happening before an event (p. 238)

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Chapter 3, Section 1 *(continued)*



The environment was harsh for the settlers on the Plains. Summer temperatures soared above 100°F, and winters brought blizzards. Prairie fires were a danger, and sometimes grasshoppers destroyed crops.

New farming methods and inventions helped to make farming on the Great Plains profitable. Wheat could stand drought better than some other crops. As a result, wheat became an important crop to the Great Plains. The Wheat Belt eventually included much of the Dakotas and the western parts of Nebraska and Kansas.

By the 1880s, the Wheat Belt helped to make the United States the world's leading exporter of wheat. However, the nation faced competition from other wheat-producing countries. In the 1890s, an oversupply of wheat on the market caused prices to drop.

6. What was the Homestead Act?

• **Native Americans** *(page 241)*

Most of the Native Americans who lived on the Great Plains were nomads who roamed great distances. They followed the buffalo—their main source of food.

The groups of Native Americans on the Great Plains had differences, but they were similar in many ways. They lived in extended family networks. Plains Indian nations were divided into bands of up to 500 people each. A governing council headed each band. Most members of the band participated in making decisions for the group. Gender determined the tasks an individual had to do. Most Plains Indians practiced a religion that was based on a belief in the spiritual power of the natural world.

Native Americans resisted the advance of settlers on their lands. They resented the broken treaties of the government and the forced movement from their lands. They resisted by attacking wagon trains and ranches. Eventually the resistance turned into a war.

In 1867 Congress formed an Indian Peace Commission. It proposed to create two large reservations—one for the Sioux and another for southern Plains Indians. Agents from the Bureau of Indian Affairs would run the reservations. However, many Native Americans refused to move to the reservations. Those who did move faced miserable conditions.

By the 1870s, many Native Americans had left the reservations. They hated their life there and joined those who did not move there to hunt buffalo on the open Plains. However, the buffalo were being killed off by the thousands by

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Chapter 3, Section 1 (continued)

migrants, professional buffalo hunters, and sharpshooters clearing rail lines for railroad companies.

Some Native Americans tried to resist government efforts to force them back on reservations. The Lakota Sioux, led by Sitting Bull, fled to Canada. Other Lakota were forced back on the reservation. Chief Joseph and the Nez Perce also had to surrender.

The Lakota continued to perform the Ghost Dance, a ritual that was important to them, on the Lakota Sioux Reservation. They did so against the orders of the government agent at the reservation. The government agent blamed the refusal to stop the Ghost Dance on Sitting Bull. When forces came to arrest him, Sitting Bull resisted. He died in an exchange of gunfire. The Native Americans who participated in the Ghost Dance then fled the reservation. The troops went after them. On December 29, 1890, a battle broke out at Wounded Knee Creek. About 25 soldiers and 200 Lakota were killed.

Some Americans had opposed the government's treatment of Native Americans. Helen Hunt Jackson's book, *A Century of Dishonor*, described the government's broken promises and attacks on Native Americans. Her descriptions led to discussions, even in Congress, of better treatment of Native Americans. Some people believed that the Native Americans' situation would improve if they could **assimilate**, or be absorbed, into American culture as citizens and landowners. This meant breaking up the reservations into individual allotments, or pieces of land, where families could support themselves.

In 1887 Congress passed the Dawes Act. It gave each head of a household 160 acres of reservation land for farming. Although some Native Americans succeeded as farmers, many did not want to be farmers. Many found that the size of the land they received was too small to be profitable.

In the end, the idea of assimilation failed. There was no satisfactory solution to the problem of the Native Americans. The Plains Indians were doomed because they depended on the buffalo for food, shelter, and clothing. Once the herds were wiped out, the Native Americans could not keep up their way of life. Few were willing to adopt the settlers' way of life.

7. What did some people in the late 1800s believe was necessary to improve the situation of Native Americans?

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Chapter 3, Section 2

For use with textbook pages 243–251

INDUSTRIALIZATION

CONTENT VOCABULARY

- gross national product** the total value of all goods and services produced by a country (page 244)
- entrepreneurs** people who risk their capital in organizing and running a business (page 245)
- laissez-faire** belief that government should not interfere in a nation's economy (page 245)
- corporation** an organization owned by many people but treated by law as though it were a single person (page 248)
- vertical integration** the joining of different types of businesses that are involved in the operation of a particular company (page 249)
- horizontal integration** the joining of many firms involved in the same type of business into one large corporation (page 249)
- monopoly** total control of a type of industry by one person or one company (page 249)
- marxism** theory of socialism in which workers would struggle to create a society without classes (page 250)
- industrial union** unions that represented all craft workers and common laborers in a particular industry (page 250)
- closed shop** a system in which companies could only hire union members (page 251)

DRAWING FROM EXPERIENCE

What are unions? Why do people join unions? Do you think unions are important for workers? Why or why not?

This section discusses the reaction of workers to big businesses—the rise of unions.

California History-Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

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.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

Focuses on: 11.1.4, 11.2.1, 11.2.5, 11.2.6, 11.6.5

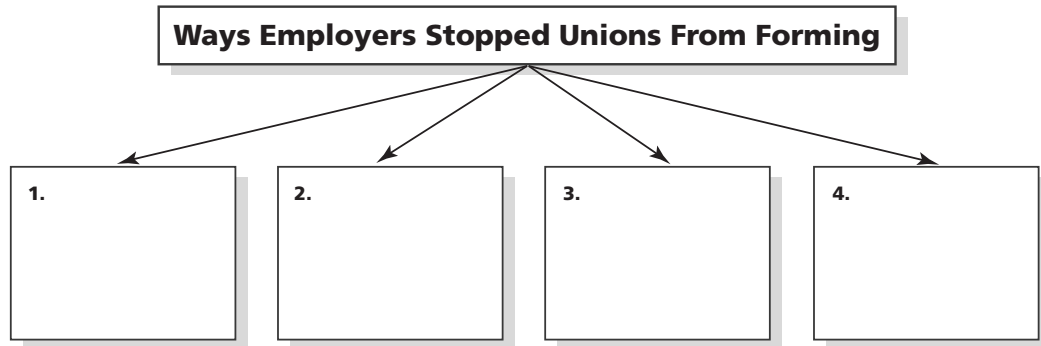
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Chapter 3, Section 2 (continued)

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Employers in the late 1800s tried to stop unions from forming. Describe four of these actions in the chart.



READ TO LEARN

- **The United States Industrializes** (page 244)

After the Civil War, industry grew rapidly. Many people left their farms to find work in factories. By the early 1900s, the United States had become one of the world’s leading industrial nations. By 1914 the **gross national product** (GNP), or the total value of all goods and services produced by a country—was eight times greater than it had been at the end of the Civil War.

One reason that industries expanded was that the United States had many natural resources that industries needed. Factories could get these resources cheaply without having to import them. Many resources were located in the West. The transcontinental railroad brought settlers to the region and moved the resources to the factories in the East.

At the same time, a new resource—petroleum—was being developed. This resource was in demand even before the automobile was invented. Petroleum could be turned into kerosene, which was used in lanterns and stoves. The American oil industry was built on the demand for kerosene. Oil production helped to expand the nation’s economy.

In addition to natural resources, a population increase provided factories with a larger workforce. It also provided a demand for the goods that these factories produced. The population increase was the result of large families and an increase in immigrants. Between 1870 and 1910, about 20 million immigrants came to the United States.

The United States’s industries also expanded because of the free enterprise system. In the late 1800s, Americans took on a **laissez-faire** policy toward the economy. Those who supported it believed that the government should not interfere in the economy. Laissez-faire relies on supply and demand, not the

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Chapter 3, Section 2 (continued)

government, to set prices and wages. The theory states that a free market, in which companies compete, leads to more wealth for everyone. It also proposes that taxes should be low and the government's debt should be kept limited. The idea of gaining wealth attracted people into businesses. **Entrepreneurs**, or people who risk their capital in organizing and running a business, began developing businesses in hopes of making profits for themselves.

In the late 1800s, the United States government practiced laissez-faire. It kept taxes and spending low. It did not pass laws to regulate industries, and it did not control prices. In some ways, however, the government introduced policies that were intended to help industry.

Inventions also contributed to the growth of industries. In 1876 Alexander Graham Bell developed the telephone. This invention changed both business and personal communication.

Thomas Alva Edison created many inventions. Two major inventions were the phonograph and the light bulb. In 1882 the Edison Electric Illuminating Company began to supply electric power to customers in New York City. Electric power changed American society.

New methods and inventions increased production in many industries. These changes resulted in lower prices for American consumers.

Academic Vocabulary
practice: to do something repeatedly so it becomes the standard (p. 245)

5. How did the invention of the telephone change American society?

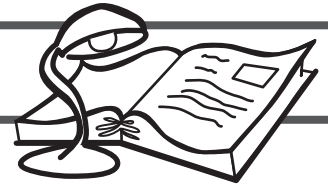
• The Railroads: Linking the Nation (page 246)

In 1862 President Lincoln signed the Pacific Railway Act. This law called for the building of a transcontinental railroad by the Union Pacific and the Central Pacific railroad companies. To encourage the companies, the government gave each company land along the route of the tracks. On May 10, 1869, the first transcontinental railroad was completed.

By 1865 the United States had hundreds of unconnected railroad lines. Railroads began to combine them into fewer connected rail lines. To make rail service more reliable, in 1883 the American Railway Association divided the country into four time zones where the same time was kept.

The large railroad systems benefited the nation in many ways. They could shift rail cars from one section of the country to another. Long-distance transportation was faster. New technology allowed railroads to put longer and heavier trains on their lines. More powerful locomotives helped make railroad operations more efficient and less expensive. Railroads also united people from different regions of the country.

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Chapter 3, Section 2 (continued)

The government helped encourage railroad building by giving many railroad companies land grants. Railroads would then sell the land to settlers and businesses to raise the money they needed to build the railroad. By the 1860s, the railroads owned an area of land larger than New England, New York, and Pennsylvania combined. Some railroad companies earned enough money from the land grants to pay for the entire cost of building their lines.

Some railroad entrepreneurs in the late 1800s got their wealth by cheating investors and taxpayers, bribing government officials, and cheating on their contracts. Bribery occurred often with federal and state governments.

Not all railroad entrepreneurs were robber barons, or people who loot an industry and give nothing back. James J. Hill, an entrepreneur, built the Great Northern Railroad without federal land grants. The Great Northern became the most successful transcontinental railroad and the only one that did not eventually go bankrupt.

6. What was a robber baron?

- **The Rise of Big Business** (page 248)

By 1900 big businesses dominated the nation's economy. Big businesses became possible because of the **corporation**. This is an organization owned by many people but treated by law as though it were a single person. The people who own a corporation are called stockholders. They own shares of ownership called stock. By issuing stock, a corporation can raise large amounts of money while spreading out the financial risk. Corporations used the money they received from selling stock to invest in new technologies, to hire many workers, and to buy many machines.

Small businesses had high operating costs, so they could not compete with big businesses and many went out of business. Many people criticized the corporations for cutting prices. They believed that these corporations used their wealth to drive small companies out of business.

To make his business even bigger, Andrew Carnegie, the owner of a steel company, began the **vertical integration** of the steel industry. A vertically integrated company owns all the different businesses that it depends on to run. Carnegie's company bought coal mines and iron ore fields. Owning these companies saved Carnegie money and made his company bigger.

Business leaders also looked to **horizontal integration**, which involved combining many companies involved in the same business into one large corporation. When a single company gains control of an entire market—from

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Chapter 3, Section 2 (continued)



raw materials to distribution—it becomes a **monopoly**. Many people opposed monopolies because they believed that a monopoly could charge whatever price it wanted for its products. Some people, however, believed that monopolies helped to keep prices low because raising prices would cause the competition to reappear.

<p>Academic Vocabulary</p> <p>distribution: the act of shipping products from a central location to a vast amount of customers (p. 248)</p>

Many states made it illegal for a company to own stock in another company without getting permission from the state legislature. As a result, in 1882 the Standard Oil Company formed the first trust. This was a new way of combining companies that did not go against the laws that made owning other companies illegal. A trust is a legal concept that allows a person to manage another person's property. The person who manages another person's property is called a trustee.

<p>Academic Vocabulary</p> <p>concept: an abstract idea which can be put into practice (p. 249)</p>

Many companies also created a new organization called a holding company. A holding company owns the stock of companies that produce goods. The holding company controls all the companies, combining them into one large corporation.

7. In what two ways did Andrew Carnegie and other business leaders try to make their businesses larger?

- **Unions** (page 249)

Conditions for workers in industries were difficult. Work was monotonous and repetitive. Workers often worked in unhealthy and unsafe environments. However, industrialization brought people a higher standard of living.

The difference in the standard of living between the wealthy owners and the working class was great. Many workers decided that the best way to improve their conditions was to organize into unions.

Workers who wanted to organize unions faced several problems. No laws gave them the right to organize. Some people thought that unions threatened American institutions. Others believed that unions were influenced by **Marxism**—the ideas of Karl Marx. Marx believed the basic force that shaped society was the conflict between workers and owners. He believed that eventually workers would revolt, take control of the factories, and overthrow the government. He believed that then the government would take all private property and distribute wealth evenly among everyone. Marxism greatly influenced European unions.

As Marxist ideas spread in Europe, thousands of European immigrants began arriving in the United States. Some Americans began associating

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Chapter 3, Section 2 (continued)

European immigrants with anarchism. Because many workers were European immigrants, these Americans also became suspicious of unions.

Employers had to deal with trade unions because they needed the skills the workers in the unions had. However, they thought unions interfered with property rights. Employers of large corporations particularly opposed **industrial unions**. These unions represented all craft workers and common laborers in a particular industry.

Employers tried to stop unions from forming in their companies in several ways. They required workers to sign contracts promising not to join unions. They hired detectives to point out union organizers. Those who tried to start a union or strike were fired and placed on a blacklist—a list of “troublemakers.” Once a worker was blacklisted, a person found it almost impossible to get hired. If workers did form a union, companies often used a lockout to break it. The employers locked workers out of the factory and refused to pay them. If the union called a strike, employers would hire replacement workers.

Although industrial unions were not very successful in the late 1800s, trade unions were. Over twenty of the nation’s trade unions organized the American Federation of Labor (AFL). Samuel Gompers was the union’s first leader. He believed that unions should stay out of politics. He believed that they should fight for things such as higher wages and better working conditions. He preferred negotiation over strikes. The AFL had three goals. It tried to convince companies to recognize unions and to agree to negotiations. It pushed for **closed shops**, in which companies hired only union members. It pushed for an eight-hour workday.

By 1900 the AFL was the largest union in the country. However, by 1900 most workers in the nation were still not union members.

After the Civil War, the number of women who earned wages increased. About one-third of these women worked as servants. Another third worked as teachers, nurses, or secretaries. The final third were industrial workers. Many of these women worked in clothing and food processing factories. Women were paid less than men, and most unions did not include women. As a result, in 1903 two women founded the Women’s Trade Union League (WTUL). This was the first union organized to address women’s labor issues.

8. What were three goals of the American Federation of Labor?

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Chapter 3, Section 3

For use with textbook pages 254–261

IMMIGRATION AND URBANIZATION

CONTENT VOCABULARY

nativism an extreme dislike for foreigners by native-born people and a desire to limit immigration (page 257)

tenement dark and crowded multi-family apartments in cities (page 260)

political machine an informal political group designed to gain and keep power (page 261)

graft getting money through dishonest or questionable means (page 261)

DRAWING FROM EXPERIENCE

Do you live in or have you visited a large city? What are some positive aspects of a city? What are some negative aspects?

The last section discussed immigration to the United States in the late 1800s. This section describes how the United States changed from a rural to an urban nation.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. A new kind of political system developed in cities to deal with problems there. Show how this system worked in the diagram below.

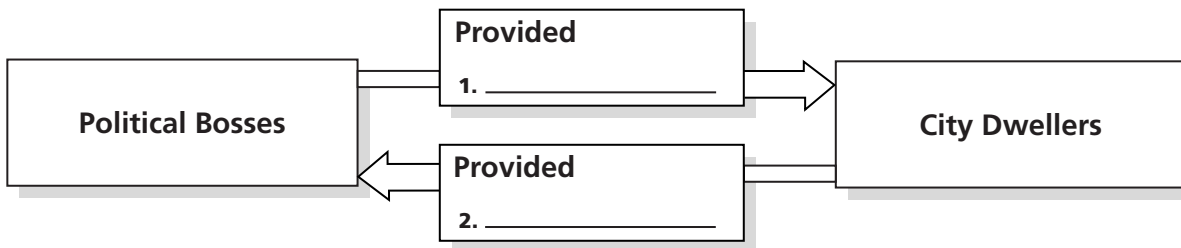
California History-Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

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.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impacts, and issues regarding religious liberty.

Focuses on: 11.1.4, 11.2.1, 11.2.2, 11.2.3, 11.2.4, 11.3.3



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Chapter 3, Section 3 (continued)

READ TO LEARN

- **Immigration** (page 255)

More than half of all immigrants who came to the United States by 1900 were from eastern and southern Europe. They immigrated for a variety of reasons. Some came for jobs. Some came to avoid forced military service in their countries. Others, particularly Jews, came to avoid religious persecution.

Most immigrants who came to the United States booked passage in steerage, which was the most basic and cheapest accommodations on a steamship. After about two weeks, they arrived at Ellis Island. This was a tiny island in New York Harbor. Immigrants were required to pass a medical exam. They would generally pass through Ellis Island in about a day.

Many immigrants who passed inspection settled in cities such as New York, Chicago, Milwaukee, and Detroit. Immigrants in cities generally lived in neighborhoods that were separated into ethnic groups. Journalist Jacob Riis observed that New York City was filled with ethnic communities. There they spoke their native languages, worshiped in their churches or synagogues, and published their own newspapers.

Some immigrants did not stay in America. Some came just to make money and then return home. Those who adjusted well generally learned English quickly and adapted to the American culture. Those immigrants who had marketable skills or who settled among members of their own ethnic group also adjusted more easily to life in the United States.

In the mid-1800s, many Chinese immigrants arrived in the United States. Many came to escape the poverty and famine in their country. The discovery of gold in California in 1848 brought many Chinese immigrants there. A rebellion in China also led many Chinese to come to the United States. In addition, the demand for railroad workers on the transcontinental railroad increased Chinese immigration.

Chinese immigrants settled in western cities. They often worked as laborers, servants, or in skilled trades. Some worked as merchants.

In 1910 California opened a barracks on Angel Island to accommodate Asian immigrants, who were mostly young men. There, immigrants waited for their immigration to be processed. Their wait, in crowded conditions, sometimes lasted months.

The increase of immigration to the United States in the late 1800s led to increased feelings of **nativism**. This is a preference for native-born people and a desire to limit immigration. In the late 1800s, these feelings focused on eastern Europeans, Jews, and Asians.

Some nativists feared that the number of Catholics from Europe would take over the mostly Protestant United States. They feared that the Catholic Church would have too much power in the nation's government. Labor unions were against immigration because they believed that immigrants would work for low wages or work as strikebreakers.

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Chapter 3, Section 3 (continued)

Some nativists formed anti-immigrant organizations. The American Protective Association worked to stop Catholic immigration. In the West, the Workingman’s Party of California worked to stop Chinese immigration.

Concerns over unchecked immigration pushed Congress to create immigration limits. In 1882 a law banned convicts and the mentally disabled from coming to the United States. It placed a 50-cent head tax on each immigrant arriving in the United States. Congress also passed the Chinese Exclusion Act. This law banned Chinese immigration for 10 years. It also prevented the Chinese already in the country from becoming citizens. The Chinese in the United States protested the law. They pointed to the fact that laws did not ban European immigration. However, Congress renewed the law in 1892 and made it permanent in 1902. It did not repeal the Chinese Exclusion Act until 1943.

3. Why did some nativists fear immigration from Europe?

• **Urbanization** (page 258)

By the 1890s, the urban population of the United States increased greatly. Most of the immigrants who arrived did not have the money to buy farms or the education to get high-paying jobs. They settled in the cities, where they worked for low wages in the factories. Even though the wages were low, the standard of living for most immigrants had improved. Farmers also moved to the cities looking for better-paying jobs. Cities offered running water and modern plumbing. It also had things to do, including museums and theaters.

As city populations increased, the demand for land increased its price. This induced people to begin building upward rather than outward. Tall, steel frame buildings called skyscrapers were constructed in the nation’s cities.

Different kinds of transportation developed in the late 1800s to move the large numbers of people around the cities. At first cities used horsecars for transportation. These were railroad cars pulled by horses. Some cities, such as San Francisco, began using cable cars. They were pulled along tracks by underground cables. Some cities began using the electric trolley car. In large cities, congestion on streets became a problem. As a result, some cities built elevated railroads or subway systems.

Wealthy people, the middle class, and the working class lived in different parts of the cities. The wealthy lived in fashionable districts in the heart of the city, where they commissioned large, beautiful homes.

Academic Vocabulary
induce: to cause a reaction in someone or something (p. 259)

Academic Vocabulary
commission: to give authorization to perform a specific task (p. 260)

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Chapter 3, Section 3 (continued)

Industrialization contributed to a growing middle class in the nation. The middle class included doctors, lawyers, engineers, and teachers. Many middle-class people moved from the heart of the cities to suburbs. Commuter rail lines helped to connect the suburbs to the cities.

The working class generally lived in **tenements**, or dark and crowded multi-family apartments, in the cities.

People living in cities in the late 1800s faced several problems. They faced the threat of crime, violence, disease, and pollution. Native-born Americans often blamed immigrants for the increase in crime and violence in the cities. Alcohol did contribute to the increase in violent crimes.

Improper ways of getting rid of sewage contaminated drinking water and caused diseases. Smoke from factory chimneys and soot from coal fires caused pollution.

A new kind of political system started in cities to deal with urban problems. The **political machine**, an informal political group that was designed to gain and keep power, became popular. People moving into cities needed jobs, housing, food, and police protection. Political machines led by party bosses provided these things in exchange for votes.

Party bosses controlled the cities' money. Machine politicians grew rich through fraud or **graft**. They got money through dishonest or questionable ways. For example, they accepted bribes from contractors in exchange for awarding the contractors with city contracts.

One of the most famous political machines was Tammany Hall in New York City. William M. Tweed was its famous corrupt party boss. City machines often controlled city services. For example, Thomas and James Pendergast, the political bosses in St. Louis, ran state and city politics from the 1890s until the 1930s. Although political machines were corrupt, they did provide necessary services to people living in the nation's cities.

4. How did the cities' political bosses grow wealthy?

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Chapter 3, Section 4

For use with textbook pages 264–270

EARLY REFORMS IN A GILDED AGE

CONTENT VOCABULARY

individualism the belief that (page 266)

Social Darwinism the idea that society progresses and becomes better because only the fittest people survive (page 266)

philanthropy the using of one’s wealth to further social progress (page 267)

settlement house residences in poor neighborhoods in which middle-class people lived and helped poor people (page 269)

Americanization the process of becoming knowledgeable about american culture (page 270)

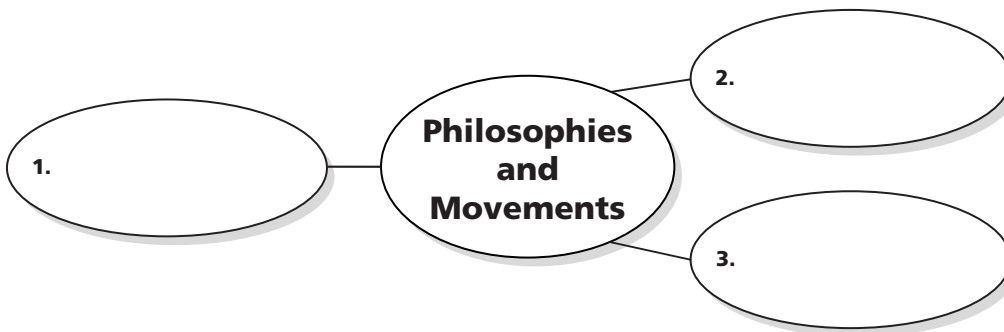
DRAWING FROM EXPERIENCE

How do you and your family enjoy spending your leisure time? Does your community provide the activities that you enjoy participating in?

The last section described the growth of cities in the United States in the late 1800s. This section discusses changes in thinking and leisure activities in the United States in the late 1800s.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Several philosophies and movements became popular in the United States in the late 1800s. List and describe them in the diagram.



California History-Social Science Standards

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

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.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impacts, and issues regarding religious liberty.

Focuses on: 11.1.4, 11.2.3, 11.2.4, 11.2.7, 11.3.1, 11.3.2

Study Guide



Chapter 3, Section 4 (continued)

READ TO LEARN

- **The Gilded Age** (page 265)

The time in American history that begins about 1870 and ends around 1900 is often referred to as the Gilded Age. The term was the title of a novel by Mark Twain and Charles Warner. The time was one of new inventions, rapid industrial growth, growing cities, and wealthy people building huge mansions. The word *gilded* refers to something that is covered in gold only on the outside. Twain and Warner tried to point out that although things looked good on the outside, beneath the surface lay corruption, poverty, crime, and a huge difference in wealth between the rich and the poor.

The Gilded Age was a time of cultural change. One of the strongest beliefs of the time was the idea of **individualism**. Many people believed that no matter where they started in life, they could go as far as they were willing to go. Horatio Alger, an author, expressed the idea of individualism in his “rags-to-riches” novels. In these novels, a poor person generally arrived in a big city and became successful. The novels led many people to believe that they could overcome obstacles and become successful, too.

Another important idea of the Gilded Age was proposed by the philosopher Herbert Spencer. He applied the work of Charles Darwin to human society. Darwin said that plants and animals evolved through a process called natural selection. In this process, the species that cannot adapt to the environment in which they live gradually die out. Those that adapt survive. Spencer applied this idea to society. He said that society progressed because only the fittest people survived. His views became known as **Social Darwinism**. Those that shared these views were known as Social Darwinists. Industrial leaders quickly agreed with the theory. They believed themselves to be the fittest people, and therefore deserving of the wealth they had.

Andrew Carnegie also agreed with the ideas of Social Darwinism. However, he also believed in a philosophy called the Gospel of Wealth. This philosophy said that wealthy people who profited from society owed it something in return. They should take part in **philanthropy**—using their wealth to further social progress. Carnegie donated millions of dollars to social causes.

A new movement known as realism became popular during the late 1800s. Realism attempted to show people realistically. Thomas Eakins and other realist painters often showed day-to-day activities, such as people swimming or surgeons operating.

Realist writers tried to show the world as it is. Mark Twain is one of the most famous of these writers. His novel *Adventures of Huckleberry Finn* included a setting, subject matter, characters, and style that were totally American. Writers such as Henry James and Edith Wharton realistically showed the lives of the upper class.

Academic Vocabulary

evolve: to change depending on your physical environment (p. 266)

Study Guide

Chapter 3, Section 4 (continued)



With industrialization, many urban Americans in the late 1800s divided their lives into time at home and time at work. Industrialization also provided people with more money to spend on entertainment.

In many big cities, saloons played an important role in the life of male workers. Families in the late 1800s enjoyed their leisure time in amusement parks. Many people enjoyed watching professional boxing and baseball. Football also gained popularity. Many people enjoyed activities that involved physical exercise. Tennis, golf, and basketball became popular.

The theater provided other kinds of entertainment. Vaudeville, included animal acts, acrobats, gymnasts, and dancers. Ragtime music also became popular in the fast-paced cities. Its rhythms were based on the patterns of African American music.

4. What sports became popular in the United States in the late 1800s?

• The Rebirth of Reform (page 267)

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

In 1879 Henry George, a journalist, published *Progress and Poverty*. In it he wrote about the widening gap between the wealthy and the poor. Although most people did not agree with George's economic theory, he was one of the first to challenge the ideas of Social Darwinism and laissez-faire economics.

Lester Frank Ward also challenged the ideas of Social Darwinism. His ideas became known as Reform Darwinism. He believed people succeeded because they were able to cooperate, not because they were able to compete. He believed competition was wasteful. Ward believed that government and not competition in the marketplace could regulate the economy and cure poverty. Many people came to believe that the government should be more active in trying to solve society's problems.

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

A new style of writing known as naturalism became popular as a result of many of the criticisms of industrial society. Naturalists believed that some people were not successful because they had circumstances they could not control. Among the most famous naturalist writers were Stephen Crane, Frank Norris, Jack London, and Theodore Dreiser.

Study Guide



Chapter 3, Section 4 (continued)

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

Academic Vocabulary

function: a specific task performed by a person, object, or group (p. 269)

The Salvation Army provided help and religious counseling to poor people in the cities. The Young Men's Christian Association (YMCA) tried to help the urban poor by setting up Bible studies, citizenship activities, and group activities. YMCAs quickly spread throughout the country.

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

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

Public schools were especially important for immigrant children. It was there that they became Americanized, or knowledgeable about American culture. This **Americanization**, however, sometimes caused problems for immigrant children. Many parents worried that their children would forget their own cultural traditions.

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

Colleges also increased in the late 1800s. This was partly due to the Morrill Land Grant Act. This law gave states federal land grants to start agricultural and mechanical colleges.

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

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

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

Study Guide



Chapter 3, Section 5

For use with textbook pages 271–281

POPULISM

CONTENT VOCABULARY

- populism** the movement to increase farmers’ political power and to work for legislation in their interest (page 276)
- inflation** a decline in the value of money (page 276)
- deflation** an increase in the value of money and a decrease in the level of prices (page 276)
- graduated income tax** a tax that taxed higher earnings more heavily (page 277)
- poll tax** a fee required to register to vote (page 279)
- grandfather clause** a clause that allowed people to vote if their ancestors had voted in 1867 (page 280)
- segregation** separation of the races (page 280)
- Jim Crow laws** laws that enforced segregation (page 280)

DRAWING FROM EXPERIENCE

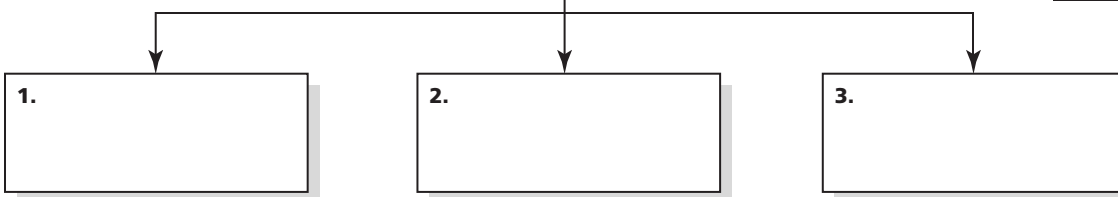
Have you ever visited a farm or know someone who owns one? What kind of work is done on a farm? What kind of problems do you think farmers face?

This section discusses why a new political party started in the 1890s.

ORGANIZING YOUR THOUGHTS

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

People’s Party Issues in 1892 Election



California History-Social Science Standards

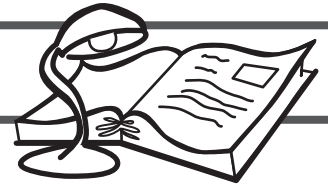
11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

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.

11.10 Students analyze the development of federal civil rights and voting rights.

Focuses on: 11.1.4, 11.2.4, 11.2.8, 11.10.2

Study Guide



Chapter 3, Section 5 (continued)

READ TO LEARN

- **Stalemate in Washington** (page 272)

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

In the 1880 presidential election, the Republicans nominated James Garfield, a Halfbreed, for president and Chester Arthur, a Stalwart, for vice president. They won, but President Garfield was assassinated a few months into his presidency.

In response, Congress passed the Pendleton Act in 1883. People applying for federal jobs had to pass an exam.

In the 1870s and 1880s the Republican Party had support from the North and the Midwest. The Democrats gained support from the South. They also had support from big cities, where large numbers of Catholics and immigrants lived. Republicans and Democrats were evenly divided and had to share power.

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

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

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

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

Study Guide

Chapter 3, Section 5 (continued)



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

Academic Vocabulary
volume: refers to a considerable amount (p. 274)

Congress responded in 1887 by passing the Interstate Commerce Act, which created the Interstate Commerce Commission. The law was the first to regulate interstate trade.

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

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

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

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

4. What was the effect of the Sherman Antitrust Act?

• **Populism** (page 275)

Populism was the movement to increase farmers' political power and to work to pass laws in their interest. Shortly after the Civil War, farmers produce more crops. The increase in crops led to lower prices. At the same time, high tariffs increased the price of manufactured goods farmers needed. This

Study Guide



Chapter 3, Section 5 (continued)

made it harder for farmers to sell their products overseas. Farmers also felt that they were being treated unfairly by both the banks from which they obtained their loans and from the railroads.

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

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

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

The first national farm organization was the Patrons of Husbandry. It was better known as the Grange. Many farmers joined the Grange to get help.

Grangers also pooled their resources and created cooperatives, which were marketing organizations that worked for the benefit of their members. Farmers could not charge more for their crops because there were so many farmers in competition. So when they joined a cooperative, farmers pooled their crops and held them off the market in order to force the price up. A cooperative could also work for better shipping rates from railroads.

The Grangers' strategies were not successful. The Grange's cooperatives failed because they were too small to influence prices. Also, Eastern businesses refused to deal with them because they believed that they were too much like unions.

By the late 1870s, a new organization known as the Farmers' Alliance began to form. The Alliance organized large cooperatives called exchanges in hopes of increasing farm prices while making loans to farmers at low interest rates. These exchanges had some success.

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Chapter 3, Section 5 (continued)



However, overall the cooperatives failed. They were too small to affect world prices for farm goods. Soon, conflict started among members of the Alliance. Alliance members in the West wanted to form a new party and push for political reforms. They formed the People's Party, also known as the Populists. The party nominated candidates to run for Congress and the state legislature.

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

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

Republicans in Congress tried to discourage farmers from voting for Populists. The Sherman Silver Purchase Act of 1890 authorized the purchase of silver to put more money in circulation. It did little to help farmers.

Both the Southern and Western plans of the Alliance had worked. In the South, many Democratic governors and state legislators who were elected promised to support the demands of the Alliance. In the West, the People's Party did equally well.

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

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

In 1893 the United States entered a serious economic crisis. Many railroad companies had expanded too quickly and were unable to repay their loans. They declared bankruptcy. The stock market crashed, and banks closed. By 1894 the economy was in a depression. As the nation's economy worsened, many foreign investors started cashing in their U.S. government bonds for gold. This left the government with a very small gold reserve. Gold was also being lost every time people exchanged silver for gold under the Sherman Silver Purchase Act. As a result, in 1893, President Cleveland asked Congress

Study Guide



Chapter 3, Section 5 (continued)

to repeal that law. His actions split the Democrats into two groups. The gold-bugs believed the American currency should be based only on gold. The silverites believed coining silver in unlimited quantities would solve the nation's economic problems.

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

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

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

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

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

- **The Rise of Segregation** (page 279)

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

In 1879 thousands of African Americans migrated from the South to Kansas. They became known as Exodusters. Some African Americans did not move but joined with poor white farmers in the Farmers' Alliance. In 1886 a group of African Americans formed their own organization called the Colored

Study Guide

Chapter 3, Section 5 (continued)



Farmers' National Alliance. Many members joined the Populist Party when it formed in 1891. They hoped that by joining poor whites with poor African Americans, they could challenge the Democrats in the South.

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

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

Some Southern states began requiring that all citizens pay a \$2 **poll tax**. Most poor African Americans could not afford to do so and were, therefore, not allowed to vote. Some states required that prospective voters had to prove that they could read and write. Many failed the test. Some African Americans who did know how to read and write failed because they were deliberately given complicated passages that few could understand. As a result of these restrictions, the number of African Americans registered to vote fell dramatically.

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

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

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

Academic Vocabulary

prospective: to be likely to, or have intentions to, perform an act (p. 279)

Study Guide



Chapter 3, Section 5 (continued)

although facilities for African Americans were separate, they were almost always inferior to those for whites.

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

In the 1890s, Ida B. Wells, an African American woman from Tennessee, started a campaign against lynching. She pointed out that greed was often behind racial violence.

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

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

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