



# Chapter 10 Resources

## Timesaving Tools

### TeacherWorks™ All-In-One Planner and Resource Center



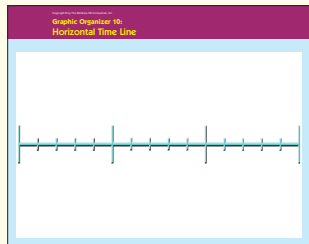
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



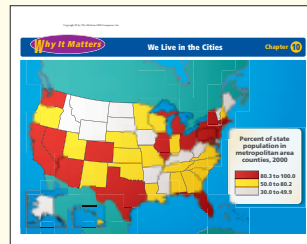
Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

## TEACHING TRANSPARENCIES

### Graphic Organizer 10



### Why It Matters Chapter Transparency 10



## APPLICATION AND ENRICHMENT

### Linking Past and Present Activity 10

**Linking Past and Present Activity 10**

**Lady Liberty**

Read the passage and answer the questions. Then, write a paragraph explaining how the Statue of Liberty has become a symbol of freedom and democracy.

**CRITICAL THINKING**

1. How does the author describe the Statue of Liberty?

2. How does the author describe the Statue of Liberty's significance?

3. How does the author describe the Statue of Liberty's role in American history?

### Enrichment Activity 10

**Enrichment Activity 10**

**Carousing for Justice**

Read the passage and answer the questions. Then, write a paragraph explaining how the author's description of the carousing for justice reflects the author's view of the justice system.

**CRITICAL THINKING**

1. How does the author describe the carousing for justice?

2. How does the author describe the carousing for justice's significance?

3. How does the author describe the carousing for justice's role in American history?

### Primary Source Reading 10

**Primary Source Reading 10**

**The Benefits and Obligations of Wealth**

Read the passage and answer the questions. Then, write a paragraph explaining how the author's description of the benefits and obligations of wealth reflects the author's view of wealth.

**CRITICAL THINKING**

1. How does the author describe the benefits and obligations of wealth?

2. How does the author describe the benefits and obligations of wealth's significance?

3. How does the author describe the benefits and obligations of wealth's role in American history?

## REVIEW AND REINFORCEMENT

### Reteaching Activity 10

**Reteaching Activity 10**

**Urban America, 1880-1980**

Read the passage and answer the questions. Then, write a paragraph explaining how the author's description of urban America reflects the author's view of urban America.

**CRITICAL THINKING**

1. How does the author describe urban America?

2. How does the author describe urban America's significance?

3. How does the author describe urban America's role in American history?

### Vocabulary Activity 10

**Vocabulary Activity 10**

**Urban America, 1880-1980**

Read the passage and answer the questions. Then, write a paragraph explaining how the author's description of urban America reflects the author's view of urban America.

**CRITICAL THINKING**

1. How does the author describe urban America?

2. How does the author describe urban America's significance?

3. How does the author describe urban America's role in American history?

### Time Line Activity 10

**Time Line Activity 10**

**Sports and Recreation**

Read the passage and answer the questions. Then, write a paragraph explaining how the author's description of sports and recreation reflects the author's view of sports and recreation.

**CRITICAL THINKING**

1. How does the author describe sports and recreation?

2. How does the author describe sports and recreation's significance?

3. How does the author describe sports and recreation's role in American history?

### Critical Thinking Skills Activity 10

**Critical Thinking Skills Activity 10**

**Drawing Conclusions**

Read the passage and answer the questions. Then, write a paragraph explaining how the author's description of drawing conclusions reflects the author's view of drawing conclusions.

**CRITICAL THINKING**

1. How does the author describe drawing conclusions?

2. How does the author describe drawing conclusions's significance?

3. How does the author describe drawing conclusions's role in American history?



## Meeting NCSS Standards

- The following standards are highlighted in Chapter 10:
- Section 1** III People, Places, and Environments: B, C, H, I
  - Section 2** VI Power, Authority, and Governance: B, C, H
  - Section 3** I Culture: A, C
  - Section 4** IV Individual Development and Identity: A, B, C, D

## Local Standards

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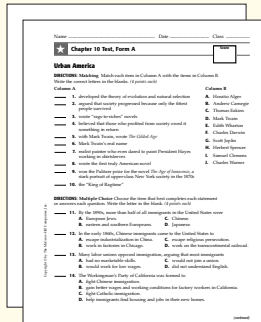
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# Chapter 10 Resources

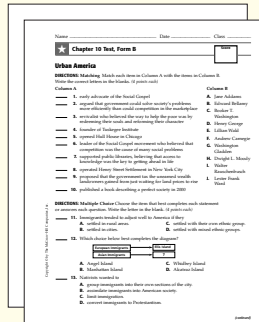


## ASSESSMENT AND EVALUATION

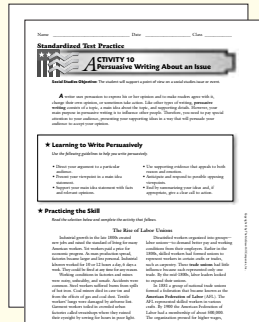
### Chapter 10 Test Form A



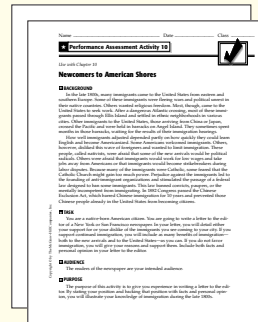
### Chapter 10 Test Form B



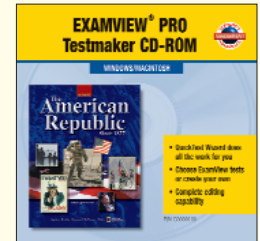
### Standardized Test Practice Workbook Activity 10



### Performance Assessment Activities and Rubrics 10



### ExamView® Pro Testmaker CD-ROM



## MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

## SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



THE HISTORY CHANNEL.®

The following videotape programs are available from Glencoe as supplements to Chapter 10:

- **Ellis Island** (3 pack) (ISBN 0-76-700005-6)
- **Textiles: Birth of an American Industry** (ISBN 0-76-700624-0)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: [www.aande.com](http://www.aande.com)

The History Channel: [www.historychannel.com](http://www.historychannel.com)



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com), the Web site companion to the *American Republic Since 1877*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.



# Chapter 10 Resources

## SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p><b>SECTION 1</b> <b>Immigration</b></p> <p>1. Analyze the circumstances surrounding the great wave of immigration after the Civil War.</p> <p>2. Evaluate how nativism affected immigration policies.</p>	<ul style="list-style-type: none"> <li> Reproducible Lesson Plan 10–1</li> <li> Daily Lecture and Discussion Notes 10–1</li> <li> Guided Reading Activity 10–1*</li> <li> Section Quiz 10–1*</li> <li> Reading Essentials and Study Guide 10–1</li> <li> Performance Assessment Activities and Rubrics</li> <li> Interpreting Political Cartoons</li> </ul>	<ul style="list-style-type: none"> <li> Daily Focus Skills Transparency 10–1</li> <li> Interactive Tutor Self-Assessment CD-ROM</li> <li> ExamView® Pro Testmaker CD-ROM</li> <li> Presentation Plus! CD-ROM</li> <li> TeacherWorks™ CD-ROM</li> <li> Audio Program</li> <li> American Music: Cultural Traditions</li> <li> ABCNews Interactive™ Historic America Electronic Field Trips</li> </ul>
<p><b>SECTION 2</b> <b>Urbanization</b></p> <p>1. Explain the technological developments that made the growth of cities possible.</p> <p>2. Evaluate the role that political machines played in urban politics in the late 1800s.</p>	<ul style="list-style-type: none"> <li> Reproducible Lesson Plan 10–2</li> <li> Daily Lecture and Discussion Notes 10–2</li> <li> Guided Reading Activity 10–2*</li> <li> Section Quiz 10–2*</li> <li> Reading Essentials and Study Guide 10–2</li> <li> Performance Assessment Activities and Rubrics</li> <li> Interpreting Political Cartoons</li> </ul>	<ul style="list-style-type: none"> <li> Daily Focus Skills Transparency 10–2</li> <li> American Art &amp; Architecture</li> <li> Interactive Tutor Self-Assessment CD-ROM</li> <li> ExamView® Pro Testmaker CD-ROM</li> <li> Presentation Plus! CD-ROM</li> <li> TeacherWorks™ CD-ROM</li> <li> Audio Program</li> </ul>
<p><b>SECTION 3</b> <b>The Gilded Age</b></p> <p>1. Evaluate the doctrine of Social Darwinism and the impact it had on American industry.</p> <p>2. Explain how industrialization promoted leisure time and encouraged new forms of entertainment.</p>	<ul style="list-style-type: none"> <li> Reproducible Lesson Plan 10–3</li> <li> Daily Lecture and Discussion Notes 10–3</li> <li> Guided Reading Activity 10–3*</li> <li> Section Quiz 10–3*</li> <li> Reading Essentials and Study Guide 10–3</li> <li> Performance Assessment Activities and Rubrics</li> </ul>	<ul style="list-style-type: none"> <li> Daily Focus Skills Transparency 10–3</li> <li> American Art &amp; Architecture</li> <li> Interactive Tutor Self-Assessment CD-ROM</li> <li> ExamView® Pro Testmaker CD-ROM</li> <li> Presentation Plus! CD-ROM</li> <li> TeacherWorks™ CD-ROM</li> <li> Audio Program</li> <li> American Music: Hits Through History</li> <li> American Music: Cultural Traditions</li> </ul>
<p><b>SECTION 4</b> <b>The Rebirth of Reform</b></p> <p>1. Explain the methods that social critics advocated to improve society.</p> <p>2. Evaluate efforts to help the urban poor.</p>	<ul style="list-style-type: none"> <li> Reproducible Lesson Plan 10–4</li> <li> Daily Lecture and Discussion Notes 10–4</li> <li> Guided Reading Activity 10–4*</li> <li> Section Quiz 10–4*</li> <li> Reading Essentials and Study Guide 10–4</li> <li> Performance Assessment Activities and Rubrics</li> </ul>	<ul style="list-style-type: none"> <li> Daily Focus Skills Transparency 10–4</li> <li> Interactive Tutor Self-Assessment CD-ROM</li> <li> ExamView® Pro Testmaker CD-ROM</li> <li> Presentation Plus! CD-ROM</li> <li> TeacherWorks™ CD-ROM</li> <li> Skillbuilder Interactive Workbook, Level 2</li> <li> Vocabulary PuzzleMaker CD-ROM</li> <li> Audio Program</li> </ul>



### OUT OF TIME?

Assign the Chapter 10 **Reading Essentials and Study Guide**.

\*Also Available in Spanish

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette

# Chapter 10 Resources



## NATIONAL GEOGRAPHIC Teacher's Corner

### INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "Boston's North Enders," October 2000
- "Chicago: Welcome to the Neighborhood," May 1991
- "New Life for Ellis Island," September 1990
- "New York's Chinatown," August 1998

### NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

- *PicturePack: Immigration* (Transparencies)
- *PictureShow: Immigration* (CD-ROM)

### ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *Historical Atlas of the United States*
- "Immigration: The Triumph of Hope" (Video)
- *NGS MapPack, Continents: North America*

### NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

[www.nationalgeographic.com](http://www.nationalgeographic.com)

### KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

### From the Classroom of...

Heather Pang  
Castilleja School  
Palo Alto, CA



### Urban America

Select 10 to 15 images from Jacob Riis's *How the Other Half Lives* (available online at <http://www.cis.yale.edu/amstud/infoev/riis/title.html> and in most libraries). Images of children are particularly effective for this exercise. Show these pictures to the students (slides, scanned images, or photocopies).

Organize the students into small groups and assign each group one of the following roles: city police, local school board, charitable organization, philanthropic guild, schoolchildren, garment district workers, and a merchants' association. Each group should use the pictures as evidence to prepare a report titled "Poverty in the City: What Is to Be Done?" Remind the students that each of these groups will have different reactions to the Riis images depending on their own backgrounds. Each report should list the most significant problems shown in the images and provide suggestions for solutions.

It might be helpful to start the lesson with a short introduction to Riis and the tradition of muckraking journalism.

### ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



### Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:



**Performance Assessment**

Refer to Activity 10 in the Performance Assessment Activities and Rubrics booklet.

**Why It Matters Activity**

Ask students if they think people from rural America and immigrants from other countries migrate to American cities now for the same reasons they did in the late 1800s. Students should evaluate their answers after they have completed the chapter. **US: 24G; ELA: Gr9/10/11: 7B**

**GLENCoe TECHNOLOGY**

**The American Republic Since 1877 Video Program**

To learn more about the problems the nation faced during this period of urbanization, have students view the Chapter 10 video, “Huddled Masses in the City,” from the *American Republic Since 1877 Video Program*.

Available in DVD and VHS

**MindJogger Videoquiz**

Use the **MindJogger Videoquiz** to preview Chapter 10 content.

Available in VHS

**Why It Matters**

European and Asian immigrants arrived in the United States in great numbers during the late 1800s. Providing cheap labor, they made rapid industrial growth possible. They also helped populate the growing cities. The immigrants’ presence affected both urban politics and labor unions. Reactions to immigrants and to an urban society were reflected in new political organizations and in literature and philosophy.

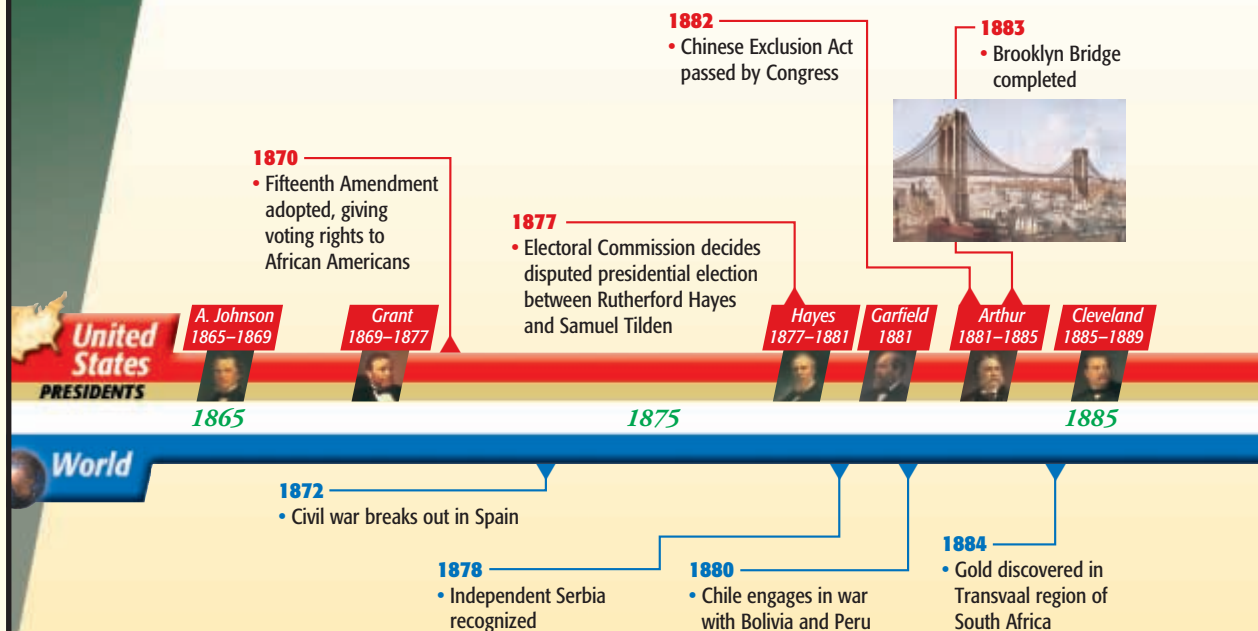
**The Impact Today**

Industrialization and urbanization permanently influenced American life.

- The United States continues to be a magnet for immigrants seeking a better way of life.
- The cities of the United States continue to draw new residents in search of opportunity.



**The American Republic Since 1877 Video** The Chapter 10 video, “Huddled Masses in the City,” depicts one of the problems the nation faced during its urbanization period.



**TWO-MINUTE LESSON LAUNCHER**

Tell students that before 1890, most immigrants to the United States were from northern and western Europe. Between 1890 and 1914, the majority came from Italy, Russia, Poland, Austria-Hungary, Greece, Romania, and Turkey. Have students locate these places on a map of the world. Ask students to speculate why the dramatic shift in immigration occurred. **US: 2C; ELA: Gr9/10/11: 19B**

# Introducing CHAPTER 10

## HISTORY Online

Introduce students to chapter content and key terms by having them access the **Chapter 10 Overview** at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com).

### More About the Photo

Between 1892 and 1954, approximately 12 million people who entered the United States through the port of New York were legally and medically inspected at Ellis Island, a small island in New York Harbor.

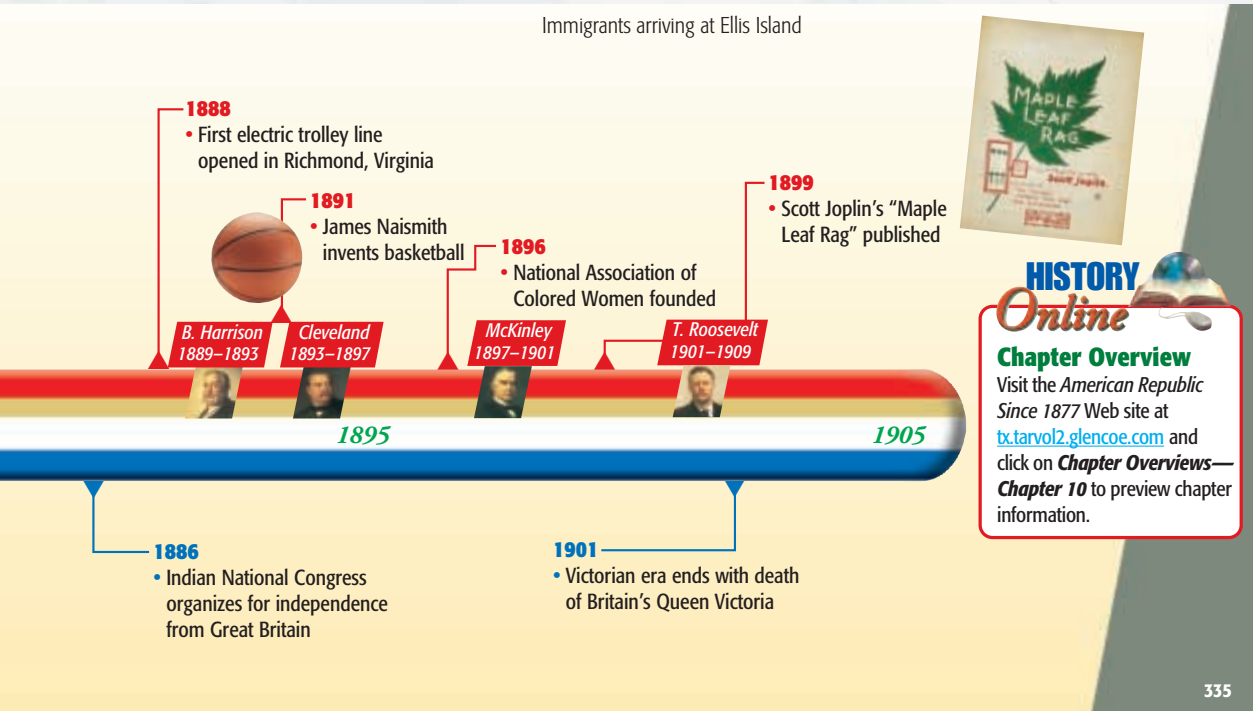
### TIME LINE

#### ACTIVITY

Have students work in pairs to duplicate the United States portion of the time line that appears on pages 334 and 335. Instruct students to use absolute chronology to add the events shown on the section time lines. Suggest that students color-code the events by section to help identify the themes. **US: 1A; ELA: Gr9/10/11: 7D**



Immigrants arriving at Ellis Island



## HISTORY Online

### Chapter Overview

Visit the *American Republic Since 1877* Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) and click on **Chapter Overviews—Chapter 10** to preview chapter information.

## GRAPHIC ORGANIZER ACTIVITY

**Organizing Information** Have students use an outline map of the United States to label the cities where the various immigrant groups settled. Have students use a color code or small symbols to identify the different groups. Then ask students to use the maps to draw conclusions about immigration and its impact on urban America. **US: 2C; ELA: Gr9: 7H; Gr10/11: 7G**

# 1 FOCUS

## Section Overview

This section focuses on immigrants coming to the United States after the Civil War.

### BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

### Daily Focus Skills Transparency 10-1

Unit 5 Chapter 10 DAILY FOCUS SKILLS TRANSPARENCY 10-1

Identifying Points of View

Directions: Answer the following question based on the flyer at left.

In the late 1800s, dislike of foreigners grew throughout the United States. In this flyer, those who were against the Chinese urged others to boycott Chinese businesses and laborers. All of the following words or phrases are used to express their view of the Chinese EXCEPT:

F "the lowering Asiatic standards of living and of morals"  
G "America vs. Asia"  
H "friends and sympathizers"  
J "retrogression"

### Guide to Reading

**Answers to Graphic:** Push Factors: avoid forced military service, avoid religious persecution; Pull Factors: jobs, chance to move up the social ladder

#### Preteaching Vocabulary

Have students skim this section to find time references for each of the Key Terms and Names. **US:** 25A; **ELA:** Gr9/10/11: 6A

### Student Edition TEKS

**ELA:** Page 336: Gr9/10/11: 4D, 6A, 7D, 7F, 8B, 13C; Page 337: Gr9/10/11: 6A, 10B, 19B, 20B

# SECTION 1 Immigration

## Guide to Reading

### Main Idea

After the Civil War, millions of immigrants from Europe and Asia settled in the United States.

### Key Terms and Names

steerage, Ellis Island, Jacob Riis, Angel Island, nativism, Chinese Exclusion Act

### 1 Reading Strategy

**Categorizing** Complete a graphic organizer similar to the one below by filling in the reasons people left their homelands to immigrate to the United States.

Reasons for Immigrating	
Push Factors	Pull Factors

### Reading Objectives

- **Analyze** the circumstances surrounding the great wave of immigration after the Civil War.
- **Evaluate** how nativism affected immigration policies.

### Section Theme

**Geography and History** Immigrants from all over the world enriched the cultural life of the United States.

### Preview of Events



## ★ An American Story ★



Mary Antin,  
daughter of  
Hannah Hayye

In 1894, the day the steamer tickets arrived for the Hayye family, Hannah Hayye became an instant celebrity in her small village in Russian-occupied Poland. Hannah's husband had left for the United States three years earlier to prepare a new home for the Hayye family in Boston. Now that Hannah had received the tickets, she and her four children would finally be able to join him. A stream of curious visitors began to pour into the house. Hannah's daughter Mary, then 13 years old, described the crowd:

“They wanted to handle the ticket, and mother must read them what is written on it. . . . Were we not all going to have new dresses to travel in? Was it sure that we could get kosher food on the ship? And with the questions poured in suggestions. . . . Mother mustn't carry her money in a pocketbook. She must sew it into the lining of her jacket. . . .”

Before the family left, they gave away almost all their belongings and spent their last night at an uncle's home. “I did not really sleep,” recalled Mary. “Excitement kept me awake, and my aunt snored hideously. In the morning, I was going away from Polotzk, forever and ever. I was going on a wonderful journey. I was going to America. How could I sleep?”

—adapted from *Witnessing America*

## Europeans Flood Into the United States

- 2 By the 1890s, more than half of all immigrants in the United States were eastern and southern Europeans, including Italians, Greeks, Poles, Slavs, Slovaks, Russians, and Armenians. Like the Hayye family, many of the 14 million immigrants who came to the United States between 1860 and 1900 were eastern European Jews.



## SECTION RESOURCES

### Reproducible Masters

- Reproducible Lesson Plan 10–1
- Daily Lecture and Discussion Notes 10–1
- Guided Reading Activity 10–1
- Section Quiz 10–1
- Reading Essentials and Study Guide 10–1
- Interpreting Political Cartoons

### Transparencies

- Daily Focus Skills Transparency 10–1

### Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Cultural Traditions

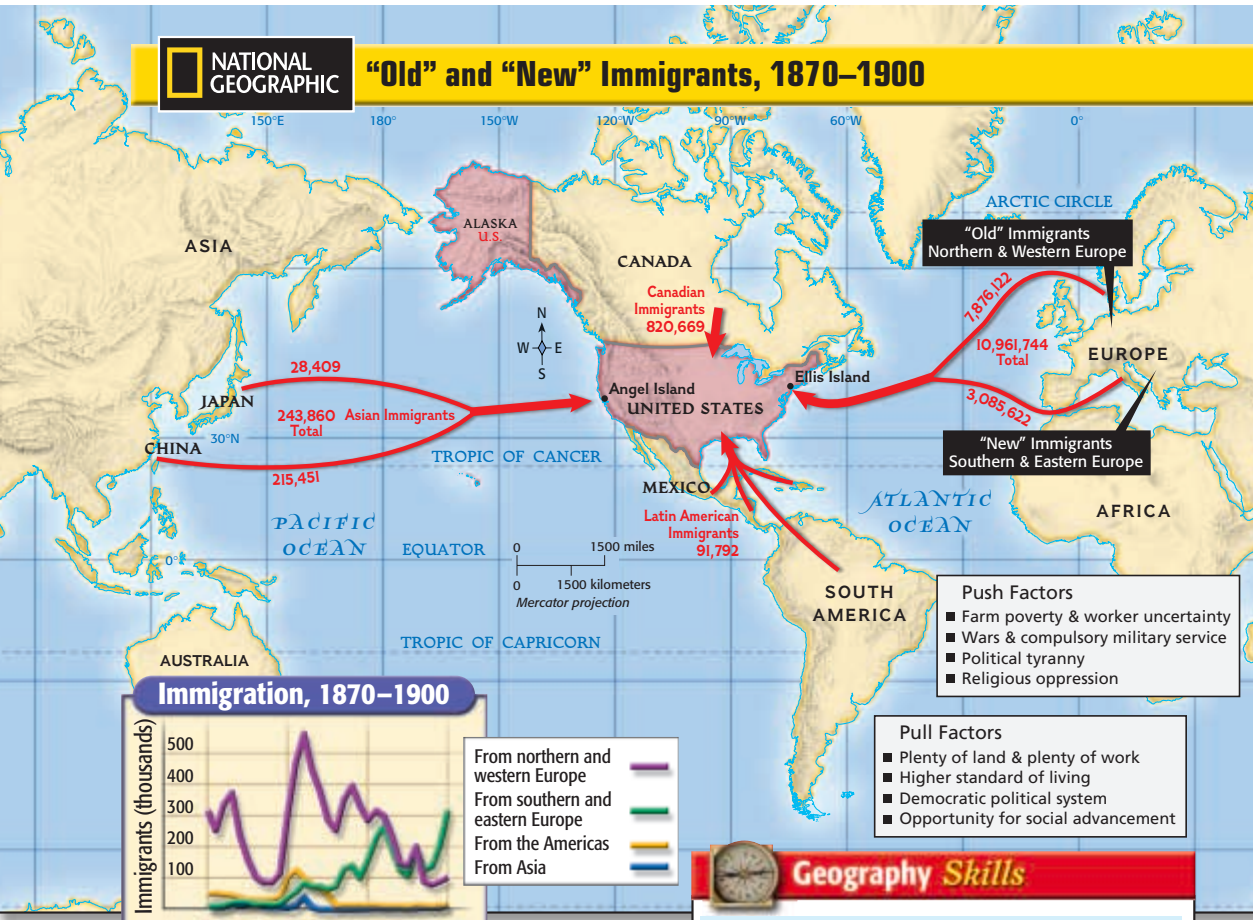
# 2 TEACH

## Daily Lecture and Discussion Notes 10-1

**Daily Lecture and Discussion Notes**  
Chapter 10, Section 1

**Did You Know** It is estimated that the ancestors of almost one-half of all the people living in the United States today passed through Ellis Island as immigrants. Today Ellis Island is open to the public. It contains the Ellis Island Immigration Museum.

**I. Europeans Flood into the United States** (pages 336–339)  
A. By the late 1800s, most European states made it easy to move to America. By the 1890s, eastern and southern Europeans made up more than half of all immigrants. Of the 14 million immigrants who arrived between 1860 and 1900, many were European Jews. America offered immigrants employment, few immigration restrictions, avoidance of military service, religious freedom, and the chance to move up the social ladder.



1 Europeans abandoned their homelands and headed to the United States for many reasons. Many poor rural farmers came simply because the United States had plenty of jobs available and few immigration restrictions. Yet Europe in the late 1800s offered plenty of jobs in its booming industrial cities, so economic factors were not the only reason people migrated. Many moved to avoid forced military service, which in some nations could last for many years. Others, especially Jews living in Poland and Russia, fled to avoid religious persecution.

By the late 1800s, most European states had made moving to the United States easy. Immigrants were allowed to take their savings with them, and most countries had repealed old laws that had forced peasants to stay in their villages and had banned skilled workers from leaving the country. At the same time, moving to the United States offered a chance to break away from Europe's class

### Geography Skills

- Analyzing Maps** From which region did the majority of U.S. immigrants come?
- Applying Geography Skills** In what year did immigration from northern and western Europe peak?

system and move to a democratic nation where they had a chance to move up the social ladder.

**The Atlantic Voyage** Getting to the United States was often very difficult. Most immigrants booked passage in **steerage**, the most basic and cheapest accommodations on a steamship. Edward Steiner, an Iowa clergyman who posed as an immigrant in order to write a book on immigration, described the miserable quarters:

“Narrow, steep and slippery stairways lead to it. Crowds everywhere, ill smelling bunks, uninviting washrooms—this is steerage. The odors of scattered orange peelings, tobacco, garlic and disinfectants meeting but not blending. No lounge or chairs for

### Geography Skills

**Answers:**

- Europe
- around 1882

**Geography Skills Practice**  
**Ask:** Where did most Asian immigrants arrive in the United States? (Angel Island, California)

**Creating a Collage** Have students create a collage on the origins of immigrants to the United States after 1880. Encourage students to clip photos from news-magazines to make the collage.  
**L1 ELL US:** 8A, 8B, 25C, 25D; **ELA:** Gr9/10/11: 21B

### Guided Reading Activity 10-1

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**DIRECTIONS:** Outlining Read the section and complete the outline below. Refer to your text-book to fill in the blanks.

**I. Europeans Flood into the United States**

- By the 1890s, more than half of all immigrants in the United States were \_\_\_\_\_ and \_\_\_\_\_ Europeans.
- Many immigrants moved to avoid forced \_\_\_\_\_, which in some nations could last for many years.
- Others, especially Jews living in Poland and Russia, fled to avoid \_\_\_\_\_.
- Most immigrants booked passage in \_\_\_\_\_, the cheapest accommodations on a steamship, and they disembarked at \_\_\_\_\_, a tiny island in New York Harbor.

### Student Edition TEKS

**US HISTORY:** Page 336: 1B, 10B, 24B, 25A, 25C; Page 337: 2C, 8B, 20A, 21A, 24H, 25A

## COOPERATIVE LEARNING ACTIVITY

**Playing a Role** Organize students into groups of three to role-play an immigrant family's arrival in America. Encourage different groups to choose different nationalities and points of entry to America. Have group members choose from the following roles: father, mother, uncle, aunt, son, or daughter. Allow groups to present their interpretations to the class. Consider live and video presentations. Then discuss specific problems different nationalities faced as they settled in America.

**US:** 2C, 21A, 24B, 24G, 25C, 25D; **ELA:** Gr9/10/11: 21B; Gr9/10: 16A–E; Gr11: 15A, 15B, 15D, 15E

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.



## Different Viewpoints

### Answers:

1. feared anarchy, socialism, and communism
2. Students' answers will vary, but should be defended with reasons.

**Creating Circle Charts** Provide the census data below and have students create four circle charts to show the proportion of the U.S. population made up of persons born in the United States and persons born in foreign countries. **L2 US: 8B, 10B, 24B, 24H**

	U.S. Born	Foreign Born
1870	32,676,000	5,480,000
1880	42,869,000	6,499,000
1890	52,919,000	9,198,000
1900	64,344,000	10,263,000

## ABC NEWS INTERACTIVE™

**VIDEOCASSETTE**  
Historic America Electronic Field Trips

View Tape 2, Chapter 7: "Ellis Island."

## History and the Humanities

American Music: Cultural Traditions: "No Irish Need Apply," "Polka Wiesniaczka"

# Different Viewpoints

## Two Views of Immigration

The history of immigration to the United States has been both celebrated and criticized. Many millions of immigrants arrived in the United States in the late 1800s. The newcomers sought opportunity, enriched American culture, and caused concerns. Here, two political cartoons address the immigration issue.

### Pro-Immigration

Uncle Sam plays the role of Noah in this cartoon. As immigrants file two by two into the safety of the ark, they leave behind the dangers of Europe that are darkening the sky. A sign lists some reasons people came to the United States to begin a new life.



comfort, and a continual babble of tongues—this is steerage. The food, which is miserable, is dealt out of huge kettles into the dinner pails provided by the steamship company. When it is distributed, the stronger push and crowd. . . .

—quoted in *World of Our Fathers*

At the end of a 14-day journey, the passengers usually disembarked at **Ellis Island**, a tiny island in New York Harbor. There, a huge three-story building served as the processing center for many of the immigrants arriving on the East Coast after 1892.

**Ellis Island** Most immigrants passed through Ellis Island in about a day. They would not soon forget their hectic introduction to the United States. A medical examiner who worked there later described how "hour after hour, ship load after ship load . . . the stream of human beings with its kaleidoscopic variations

### Anti-Immigration

"Columbia's Unwelcome Guests" shows another view of immigration. In this 1885 cartoon, the figure of Columbia bars entry to anarchists, Socialists, and Communists who enter from the sewers of Europe's darker society. Some of the inscriptions on the column pedestal beside Columbia read "Anarchy is not liberty," and "When a Man's Rights End, His Neighbor's Begin."



### Learning From History

1. According to the cartoon, why were people concerned about immigrants coming to the United States?
2. Which cartoon best expresses your own views on immigration today? Why?

was . . . hurried through Ellis Island by the equivalent of 'step lively' in every language of the earth."

In Ellis Island's enormous hall, crowds of immigrants filed past the doctor for an initial inspection. "Whenever a case aroused suspicion," an inspector wrote, "the alien was set aside in a cage apart from the rest . . . and his coat lapel or shirt marked with colored chalk" to indicate the reason for the isolation. About one out of five newcomers was marked with an "H" for heart problems, "K" for hernias, "Sc" for scalp problems, or "X" for mental disability. Newcomers who failed the inspection might be separated from their families and returned to Europe.

### GEOGRAPHY

**Ethnic Cities** Many of those who passed the Ellis Island inspections settled in the nation's cities. By the 1890s, immigrants made up significant percentages of

## MEETING SPECIAL NEEDS

**Verbal/Linguistic** Oral histories are a good way to preserve the immigrant experience. Have students interview a person who immigrated to the United States. Their questions might include: reasons for immigrating to the United States; a description of the journey; feelings upon entering the United States; and problems faced such as finding employment or overcoming the language barrier. **L2 US: 25D; ELA: Gr9/10: 16B; Gr10/11: 15B**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

## Student Edition TEKS

ELA: Page 338: Gr9/10/11: 8B, 10B; Page 339: Gr9/10/11: 8B, 10B; Gr9: 7H; Gr10/11: 7G

① some of the country’s largest cities, including New York, Chicago, Milwaukee, and Detroit. **Jacob Riis**, a Danish-born journalist, observed in 1890 that a map of New York City, “colored to designate nationalities, would show more stripes than on the skin of a zebra.”

① In the cities, immigrants lived in neighborhoods that were often separated into ethnic groups, such as “Little Italy” or the Jewish “Lower East Side” in New York City. There they spoke their native languages and re-created the churches, synagogues, clubs, and newspapers of their homelands.

How well immigrants adjusted depended partly on how quickly they learned English and adapted to American culture. Immigrants also tended to adjust well if they had marketable skills or money, or if they settled among members of their own ethnic group.

As many as one in three immigrants returned to Europe shortly after coming to the United States. Some had never planned to stay and had come simply to make a little money before returning home.

② **Reading Check Explaining** How did immigration affect demographic patterns in the United States?

### Asian Immigration to America

① Many Chinese immigrants began crossing the Pacific to arrive in the United States in the mid-1800s. By that time, China’s population had reached about 430 million, and the country was suffering from severe unemployment, poverty, and famine.

The 1848 discovery of gold in California began to lure Chinese immigrants to the United States. The following year, the Taiping Rebellion erupted in their homeland. This insurrection against the Chinese government took some 20 million lives and caused such suffering that thousands of Chinese left for the United States. In the early 1860s, as the Central Pacific Railroad began construction of its portion of the transcontinental railroad, the demand for railroad workers further increased Chinese immigration.

Chinese immigrants mainly settled in western cities, where they often worked as laborers or servants or in skilled trades. Others worked as merchants. Because native-born Americans kept them out of many businesses, some Chinese immigrants opened their own. To save enough to buy his own laundry, one immigrant, Lee Chew, had to work for two years as a servant:

“I did not know how to do anything, and I did not understand what the lady said to me, but she showed me how to cook, wash, iron, sweep, dust, make beds,

wash dishes, clean windows, paint and brass, polish the knives and forks, etc., by doing the things herself and then overseeing my efforts to imitate her.”

—quoted in *A Sunday Between Wars*

① Another group of Asians, the Japanese, also immigrated to the United States. Until 1900, however, their numbers remained small. Japanese immigration spiraled upward between 1900 and 1910 as Japan began building both an industrial economy and an empire. Both developments disrupted the economy of Japan and caused hardships for its people, thus stimulating emigration.

Until 1910 Asian immigrants arriving in San Francisco first stopped at a two-story shed at the wharf. As many as 500 people at a time were often squeezed into this structure, which Chinese immigrants from Canton called *muk uk*, or “wooden house.”

② In January 1910, California opened a barracks on **Angel Island** to accommodate the Asian immigrants. Most of the immigrants were young males in their teens or twenties, who nervously awaited the results of their immigration hearings in dormitories packed with double or triple tiers of bunks. This unpleasant delay could last for months. On the walls of the detention barracks, the immigrants wrote anonymous poems in pencil or ink. Some even carved their verse into the wood.

② **Reading Check Making Generalizations** Why did Chinese immigrants come to the United States?

**Angel Island** Over 200,000 immigrants from Japan and China arrived on the West Coast during the late 1800s.



**Student Web Activity** Visit the *American Republic Since 1877* Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) and click on **Student Web Activities—Chapter 10** for an activity on immigration.

### Reading Check

**Answer:** larger population and a more urban population



Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com).

### Reading Check

**Answer:** high unemployment, poverty, and famine in China; Taiping Rebellion; availability of railroad jobs in the United States

Use *Interpreting Political Cartoons*, Cartoon 14.

## 3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D**

④ Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

### Reading Essentials and Study Guide 10–1

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**

Chapter 10, Section 1

For use with textbook pages 336–340

**IMMIGRATION**

**KEY TERMS AND NAMES**

**steerage** the most basic and cheapest accommodations on a steamship (page 337)

**Ellis Island** a tiny island in New York Harbor and a processing center for immigrants in the late 1800s (page 338)

**Jacob Riis** Danish-born journalist who wrote about the urban poor (page 339)

**Angel Island** a processing center in California for Asian immigrants in the late 1800s (page 339)

**nativism** an extreme dislike for foreigners by native-born people and a desire to limit immigration (page 340)

**Chinese Exclusion Act** a law that barred Chinese immigration for 10 years and prevented the Chinese already in the country from becoming citizens (page 340)

## INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Sociology** Write the word *Assimilation* in a circle on the board. Have students add spokes out from the circle and label each spoke with a way in which immigrants in the late 1800s and early 1900s were asked to assimilate into American culture. Repeat the process by writing *Assimilation Today* in another circle on the board. Have students add descriptive spokes to the wheel. As a class, discuss how the expectation of immigrants to assimilate has changed and how it is still the same. **L2 US: 2C, 21B, 24B; ELA: Gr9/10: 16A–E; Gr11: 15A, 15B, 15D, 15E**

### Student Edition TEKS

**US HISTORY: Page 338: 2B, 24A, 24C, 24G; Page 339: 2B, 2C, 5A, 10B, 21A, 24B**

# CHAPTER 10

## Section 1, 336–340

### Section Quiz 10-1

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

★ Chapter 10 Score \_\_\_\_\_

**Section Quiz 10-1**

**DIRECTIONS:** Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

<b>Column A</b>	<b>Column B</b>
1. the most basic and cheapest accommodations on a steamship	A. Angel Island
2. an anti-immigrant organization	B. steerage
3. insurrection against the Chinese government that caused an increase of Chinese immigrants	C. American Protective Association
4. location of a barracks in California to accommodate Asian immigrants	D. nativism
5. an extreme dislike for foreigners by native-born people and a desire to limit immigration	E. Taping Rebellion

### Reteach

Have students analyze the circumstances surrounding the great wave of European immigration after the Civil War. **US:** 2B, 2C, 10B, 24B

### Enrich

Invite interested students to create a display that showcases a cultural tradition that immigrants brought to the United States. For example, families from the Netherlands continued the children's tradition of setting out wooden shoes in hopes that St. Nicholas would bring treats on December 6. Encourage students to share information about their own family traditions that are based on cultural heritage. **US:** 21C, 24A–D, 25A–D; **ELA:** Gr9/10/11: 7B, 9A

### Reading Check

**Answer:** to limit Chinese immigration; it was a reflection of growing distrust of Chinese immigrants and a resurgence of nativist fears

## 4 CLOSE

Have students evaluate how nativism affected immigration policies.

### Student Edition TEKS

**ELA:** Page 340: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H; **Page 341:** Gr9/10/11: 4D, 7D, 7F, 8B

## The Resurgence of Nativism

Eventually the wave of immigration led to increased feelings of nativism on the part of many Americans. **Nativism** is an extreme dislike for foreigners by native-born people and a desire to limit immigration. It had surfaced earlier in the 1800s during another large wave of immigration. In the 1840s and 1850s, it had focused primarily on Irish immigrants. Now anti-immigrant feelings focused on Asians, Jews, and eastern Europeans.

Nativists opposed immigration for many reasons. Some feared that the influx of Catholics from Ireland and southern and eastern Europe would swamp the mostly Protestant United States, giving the Catholic Church too much power in the American government. Many labor unions also opposed immigration, arguing that immigrants would work for low wages or accept work as strikebreakers, thus undermining American-born workers.

**Prejudice Against Newcomers** In the Northeast and Midwest, increased feelings of nativism led to the founding of two major anti-immigrant organizations. One, called the **American Protective Association**, claimed to have 500,000 members in 1887. The organization's founder, Henry Bowers, despised Catholics and foreigners and committed his group to stopping immigration. Membership peaked at about two million but declined rapidly after the economic recession of 1893 ended.

In the West, where sentiment against the Chinese was very strong, widespread racial violence erupted. Denis Kearney, himself an Irish immigrant, organized the **Workingman's Party of California** in the

1870s to fight Chinese immigration. The party won seats in California's legislature and made opposition to Chinese immigration a national issue.

**Impact of the Anti-Immigrant Movement** Even though several presidents vetoed other laws that would have stemmed the steady flow of new immigrants, prejudice against immigrants stimulated the passage of a new federal law. Enacted in 1882, the law banned convicts, paupers, and the mentally disabled from immigrating to the United States. The new law also placed a 50¢ head tax on each newcomer.

That same year, Congress passed the **Chinese Exclusion Act**. The law barred Chinese immigration for 10 years and prevented the Chinese already in the country from becoming citizens. The Chinese in the United States did not accept the new law quietly. They protested that white Americans did not oppose immigration by Italians, Irish, or Germans. Some Chinese organized letter-writing campaigns, petitioned the president, and even filed suit in federal court.

These efforts, however, proved fruitless. Congress renewed the Chinese Exclusion Act in 1892 and then made it permanent in 1902. In 1890 the number of Chinese living in the United States totaled 105,000. By 1900 that total had dropped to just above 74,000. In the 40 years after the passage of the act, the Chinese population in the United States continued to decrease. The act was not repealed until 1943.

**Reading Check Explaining** Why did the federal government pass the Chinese Exclusion Act?

### TAKS Practice

## SECTION 1 ASSESSMENT

### Checking for Understanding

- Define:** steerage, nativism.
- Identify:** Ellis Island, Jacob Riis, Angel Island, Chinese Exclusion Act.
- Describe** where most immigrants to the United States settled in the late 1800s.
- Explain** why nativist organizations opposed foreign immigrants.

### Reviewing Themes

- Geography and History** What routes did European and Asian immigrants take to get to the United States?

### Critical Thinking

- Analyzing** Why did some Americans blame immigrants for the nation's problems?
- Organizing** Complete a graphic organizer by listing reasons nativists opposed immigration to the United States.



### Analyzing Visuals

- Analyzing Political Cartoons** Compare the cartoons on page 338. What conclusions can you draw about American views on immigration in the late 1880s? Why do you think various people viewed immigration differently?

### Writing About History

- Descriptive Writing** Imagine that you are an immigrant who arrived in the country in the 1800s. Write a letter to a relative in your home country describing your feelings during processing at either Ellis Island or Angel Island.

## SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Ellis Island (p. 338), Jacob Riis (p. 339), Angel Island (p. 339), Chinese Exclusion Act (p. 340)
- neighborhoods of large cities **US:** 5A, 10B
- disliked their religion; perceived to take jobs from Americans **US:** 2C, 24B
- Europeans generally entered through Ellis Island, New York, Asians through Angel Island, San Francisco. **US:** 5A
- They were blamed for economic recession and stigmatized for their religion and political beliefs. **US:** 2B, 2C, 24B
- influx of Catholics would give Catholic Church too much power, immigrants would weaken unions, would take jobs from Americans **US:** 2C, 24B
- Some Americans embraced immigrants and others were threatened by new arrivals. **US:** 2C, 24B
- Letters might express joy, fear, or frustration. **US:** 25D

# SECTION 2 Urbanization

## Guide to Reading

### Main Idea

During the three decades following the Civil War, the United States transformed rapidly from a rural nation to a more urban one.

### Key Terms and Names

skyscraper, Louis Sullivan, tenement, political machine, party boss, George Plunkitt, graft, William M. “Boss” Tweed

### 1 Reading Strategy

**Organizing** As you read about urbanization in the United States in the late 1800s, complete a graphic organizer similar to the one below by filling in the problems the nation’s urban areas faced.



### Reading Objectives

- **Explain** the technological developments that made the growth of cities possible.
- **Evaluate** the role that political machines played in urban politics in the late 1800s.

### Section Theme

**Government and Democracy** Political bosses grew powerful in urban areas by helping immigrants find work and necessities.

### Preview of Events



## ★ An American Story ★



Frank Lloyd Wright

With just \$3.10 in his pocket, a young man from Wisconsin named Frank Lloyd Wright wandered the streets of Chicago in the late spring of 1887. Sixteen years earlier, almost four square miles of the city had burned in the Chicago Fire of 1871. Now the rebuilt city’s towering new buildings beckoned the young visitor who, within a few decades, would become one of the most famous architects in the world.

In Chicago, Wright saw electric lights and cable cars for the first time. What surprised him most about the big city, however, were the signs that seemed to be everywhere:

“There were glaring signs on the glass shop-fronts against the lights inside, . . . HURRAH signs. STOP signs. COME ON IN signs. HELLO signs set out before the blazing windows on the sidewalks . . . food shops, barber shops, eating houses, saloons, restaurants, groceries, laundries—and [they all] became chaos in a wilderness of Italian, German, Irish, [Polish], Greek, English, Swedish, French, Chinese and Spanish names. . . .”

—quoted in *Eyewitness to America*

### Americans Migrate to the Cities

During the three decades after the Civil War, the urban population of the United States—those living in towns with a population of 2,500 or more—grew from around 10 million in 1870 to over 30 million in 1900. New York City alone, which had over 800,000 inhabitants in 1860, grew to almost 3.5 million by 1900. Frank Lloyd Wright observed Chicago during an even faster growth period. The Midwestern city swelled from 109,000 residents in 1860 to more than 1.6 million by 1900.

# 1 FOCUS

## Section Overview

This section focuses on how America changed from a rural nation to a more urban nation.

## BELLINGER Skillbuilder Activity

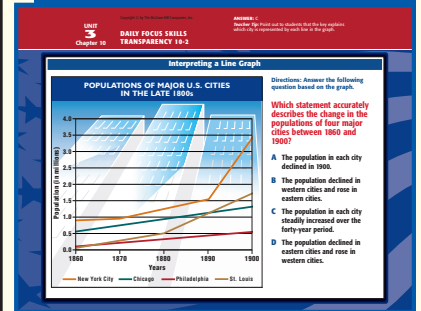


Project transparency and have students answer the question.



Available as a blackline master.

## Daily Focus Skills Transparency 10–2



## Guide to Reading

**Answers to Graphic:** crime, violence, fire, disease, pollution

### Preteaching Vocabulary

Have students write a sentence explaining the significance of each of the Key Names. **US:** 25A; **ELA:** Gr9/10/11: 6A



## SECTION RESOURCES

### Reproducible Masters

- Reproducible Lesson Plan 10–2
- Daily Lecture and Discussion Notes 10–2
- Guided Reading Activity 10–2
- Section Quiz 10–2
- Reading Essentials and Study Guide 10–2
- Interpreting Political Cartoons

### Transparencies

- Daily Focus Skills Transparency 10–2

### Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program



## Student Edition TEKS

**US HISTORY:** Page 340: 2B, 2C, 5A, 10B, 24B, 25A, 25D; Page 341: 1B, 2C, 10A, 22B, 24B, 25A, 25B

# CHAPTER 10

## Section 2, 341–345

# 2 TEACH

### Daily Lecture and Discussion Notes 10–2

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#### Daily Lecture and Discussion Notes

Chapter 10, Section 2

**Did You Know?** The first subway in the United States was built in Boston in 1897. It was 10 miles long. Today subways are used in Boston, New York City, Chicago, Atlanta, Baltimore, Philadelphia, San Francisco, and Washington, D.C. The subway that travels from New Jersey to New York City travels beneath two rivers into Long Island.

#### I. Americans Migrate to the Cities (pages 341–342)

- A. The urban population of the United States grew from about 10 million in 1870 to over 30 million by 1900.
- B. Immigrants remained in the cities, where they worked long hours for little pay. Still,

### Reading Check

**Answer:** Cities offered more and better-paying jobs.

**Creating a Postcard** Have students imagine that they are immigrants living in New York City in the late 1800s. Instruct them to create a postcard that shows a scene of the city. **L1 ELL**  
**US: 2C, 10B, 11A; ELA: Gr9/10/11: 21B**

Use the rubric for creating a political cartoon, pamphlet, or handbill on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

## FYI

During the construction of the Brooklyn Bridge, John Roebling, who designed the bridge, was killed on the job. His son continued directing the work until being injured. The work was then taken over by John's wife, who completed the project with her son's direction.

### History and the Humanities



American Art & Architecture: *Let Us Prey*, Guaranty Building, *Cliff Dwellers*

**Social Studies TAKS** tested at Grades 10/11: 1 Obj 2: US10B(11) 2 Obj 2: US10B(11); Obj 3: US2C(11) 3 Obj 2: US10A(11); Obj 3: US2C(11) 4 Obj 3: US22C(11) 5 Obj 3: US2C(11)

- 1 The United States had only 131 cities in 1840; by 1900 that number had risen to over 1,700.  
Most of the immigrants who poured into the United States in the late 1800s lacked the money to buy farms and the education to obtain higher-paying jobs. They therefore remained in the nation's growing cities, where they toiled long hours for little pay in the rapidly expanding factories of the United States. Despite the harshness of their new lives, most immigrants found that the move had still improved their standard of living.

- 2 Many rural Americans also began moving to the cities at this time. Farmers moved to the cities because urban areas offered more and better-paying jobs than did rural areas. Cities had much to offer, too—bright lights, running water, and modern plumbing, plus many things to do and see, including museums, libraries, and theaters.

**Reading Check Explaining** Why did rural Americans move to the cities in the late 1800s?

### The New Urban Environment

As millions of people flooded into the nation's cities, engineers and architects developed new approaches to housing and transporting such a large number of people.

**Skyscrapers** As city populations grew, demand raised the price of land, giving owners greater incentive to grow upward rather than outward. Soon, tall steel frame buildings called **skyscrapers** began to appear on American skylines. Chicago's ten-story Home Insurance Building, built in 1885, was the first skyscraper, but other buildings quickly dwarfed it. New York City, with its business district on the narrow island of Manhattan, boasted more skyscrapers than any other city in the world. With limited land, New Yorkers had to build up, not out.

No one contributed more to the design of skyscrapers than Chicago's **Louis Sullivan**, whose students included Frank Lloyd Wright. "What people are within, the buildings express without," explained Sullivan, whose lofty structures featured simple lines and spacious windows using new durable plate glass.

- 4 **Mass Transit** Various kinds of mass transit developed in the late 1800s to move huge numbers of people around cities quickly. At first, almost all cities relied on the horsecar—a railroad car pulled by horses. In 1890 horsecars moved about 70 percent of urban traffic in the United States.

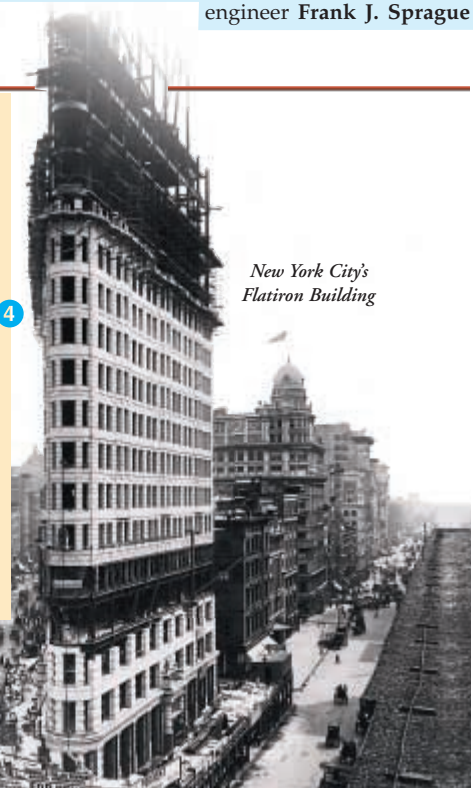
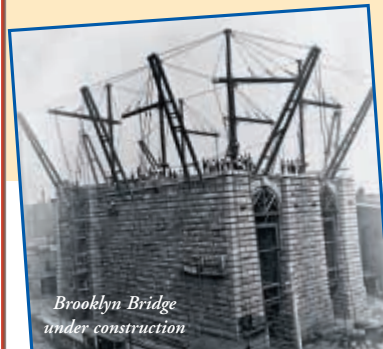
More than 20 cities, beginning with San Francisco in 1873, installed cable cars, which were pulled along tracks by underground cables. Then, in 1887, engineer **Frank J. Sprague**

### The Technology of Urbanization

Before the mid-1800s, few buildings exceeded four or five stories. To make wooden and stone structures taller required enormously thick walls in the lower levels.

By the late 1800s, steel companies were making girders capable of bearing a building's weight. Walls no longer had to support the building—a steel frame skeleton was all that was needed. Meanwhile, Elisha Otis invented the safety elevator in 1852, and by the late 1880s, the first electric elevators had been installed, making tall buildings practical.

Steel also changed the way bridges were built. New technology enabled engineers to suspend bridges from steel towers using cables also made of steel. Using this technique, John A. Roebling, a German American engineer, designed New York's Brooklyn Bridge—the largest suspension bridge in the world at the time it was completed in 1883.



### COOPERATIVE LEARNING ACTIVITY

**Creating a Documentary** Organize students into groups of five to create a videotape documentary of city life in the late 1800s. Ask group members to choose from the following topics: transportation, housing, social services, social problems, and architecture. Encourage students to scan or videotape images from their textbook and other sources as they narrate their documentary. Have students view and critique one another's documentaries. **US: 2C, 11A, 24A–D, 25C, 25D; ELA: Gr9/10/11: 21B, 21C**

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

### Student Edition TEKS

**ELA: Page 342:** Gr9/10/11: 10B;  
**Page 343:** Gr9/10/11: 6A, 8B, 10B, 19B, 20B; Gr9: 7G, 7H; Gr10/11: 7G, 7H

1 developed the electric trolley car. The following year, Richmond, Virginia, opened the country's first electric trolley line.

In the largest cities, congestion became so bad that engineers began looking for ways to move mass transit off the streets. Chicago responded by building an elevated railroad, while Boston, followed by New York, built the first subway systems.

2 **Reading Check** **Summarizing** What new technologies helped people in the late 1800s get to and from work?

## Separation by Class

In the growing cities, wealthy people and the working class lived in different parts of town. So too did the middle class. The boundaries between neighborhoods were quite definite and can still be seen in many American cities today.

**High Society** During the last half of the 1800s, the wealthiest families established fashionable districts in the hearts of cities. Americans with enough money could choose to construct a feudal castle, an English manor house, a French château, a Tuscan villa, or a Persian pavilion. In Chicago, merchant and real estate developer Potter Palmer chose a castle. In New York, Cornelius Vanderbilt's grandson commissioned a \$3 million French château equipped with a two-story dining room, a gymnasium, and a solid marble bathroom.

2 **Middle-Class Gentility** American industrialization not only made the wealth of people like Potter Palmer possible; it also helped create a growing middle class. The nation's rising middle class included doctors, lawyers, engineers, managers, social workers, architects, and teachers. It was typical for many people in the emerging middle class to move away from the central city. Some took advantage of the new commuter rail lines to move to "streetcar suburbs."

During this period, middle-class salaries were about twice that of the average factory worker. In 1905 a college professor earned a middle-class salary of \$1,100. That amount, however, still proved insufficient for one turn-of-the-century professor's wife, who complained:

“We pay eighteen dollars a month for this poorly built, eight small-roomed house. . . . With all this straining to live comes a wish from the President and Trustees of the college that we mingle more in town society. . . . Who can afford the evening dress to go? Or the evening's sewing left undone?”

—quoted in *A Sunday Between Wars*



## History Through Art

**The Lesson** This painting by John Barnard Whittaker depicts the lifestyle of a wealthy family in the 1870s. **What are several elements of this painting that show the family's wealth?**

**The Working Class** The majority of American city dwellers at the turn of the century would have considered an eight-room house an absolute luxury. In New York, three out of four residents squeezed into **tenements**, dark and crowded multi-family apartments. To supplement the average industrial worker's annual income of \$445, many families sent their young children to work in factories or rented precious space to a boarder. Zalmen Yoffeh, a journalist, lived in a New York tenement as a child. He recalled:

“With . . . one dollar a day [our mother] fed and clothed an ever-growing family. She took in boarders. Sometimes this helped; at other times it added to the burden of living. Boarders were often out of work and penniless; how could one turn a hungry man out? She made all our clothes. She walked blocks to reach a place where meat was a penny cheaper, where bread was a half cent less. She collected boxes and old wood to burn in the stove. . . .”

—quoted in *How We Lived*

2 **Reading Check** **Explaining** What social class grew as a result of industrialization in the late 1800s?

## Guided Reading Activity 10-2

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### ★ Guided Reading Activity 10-2

**DIRECTIONS:** Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. How had the number of United States cities grown from 1840 to 1900?
2. What did most of the immigrants who poured into the United States in the late 1800s lack?
3. What did cities have to offer that the rural areas did not?
4. What gave city landowners the incentive to grow upward rather than outward?
5. Who contributed more to the design of skyscrapers than anyone else?
6. What was the design of mass transit?

## Reading Check

**Answer:** cable cars, trolleys, elevated railroads, and subway systems

## History Through Art

**Answer:** expensive, formal furniture and dress

**Ask:** **What types of architecture did wealthy people use for their homes?** (variety: feudal castle, English manor house, French château, Tuscan villa)

## Reading Check

**Answer:** middle class



**Economics** In the 1870s people thought that typing was physically too strenuous and intellectually too complicated for women. As a result, most secretaries were men. The Young Women's Christian Association (YWCA) conducted a survey and found that stenography was a lucrative career. In order to help working-class girls who came to urban areas for jobs, the YWCA offered shorthand and typing classes for women.

## Student Edition TEKS

**US HISTORY:** Page 342: 2C, 10A, 21A, 22A, 23A; Page 343: 2B, 2C, 22A, 23A, 24B, 25A

## MEETING SPECIAL NEEDS

**Learning Disability** Some students feel most comfortable when they are permitted to tape lectures and discussions. This helps bypass the writing problem but creates another problem—time needed to review the lecture. This process can be more efficient if students are cued by the teacher as to when to turn on the recorder. As you discuss the problems of urban population increases, use a prearranged cueing system to help students. **L1**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

# CHAPTER 10

## Section 2, 341–345

➔ **Social Studies TAKS** tested at Grades 10/11: ① Obj 3: WG5B(10,11), US2C(11) ② Obj 5: WH25C(10), US24B(11)

### NATIONAL GEOGRAPHIC

## MOMENT in HISTORY

Many tenement buildings began as tenant houses. These were often large residences of wealthy people who had moved away from the city. Real-estate agents subdivided the large rooms into smaller ones for immigrants. Agents, eager to make money, sometimes subdivided the rooms without considering lighting or ventilation.

### ✓ Reading Check

**Answer:** Sewage, street waste, smoke, soot, and ash contributed to health problems and epidemics of contagious diseases.

➔ Use *Interpreting Political Cartoons*, Cartoons 12 and 13.

## 3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US: 25D**

⑤ Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

### Reading Essentials and Study Guide 10–2

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**

Chapter 10, Section 2

For use with textbook pages 341–345

**URBANIZATION**

**KEY TERMS AND NAMES**

**skyscraper** tall steel frame buildings (page 342)

**Louis Sullivan** architect who designed skyscrapers (page 342)

**tenement** dark and crowded multi-family apartments in cities (page 343)

**political machine** an informal political group designed to gain and keep power (page 345)

**party boss** individual who ran a political machine (page 345)

**George Plunkitt** a powerful party boss in New York City (page 345)

**graft** getting money through dishonest or questionable means (page 345)

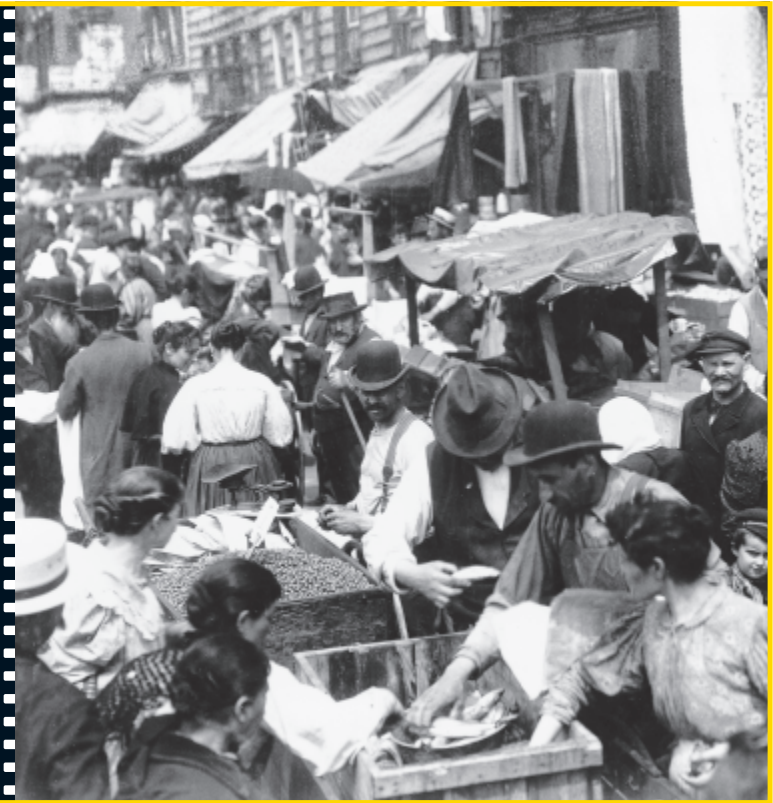
**William M. Tweed** common political boss of Tammany Hall, a New York Democratic political

### NATIONAL GEOGRAPHIC

## MOMENT in HISTORY

### TEEMING TENEMENTS

The swelling tide of immigration to U.S. cities in the late 1800s led to deplorable living conditions and almost unbearable congestion. By 1890, more than two-thirds of New York's 1.5 million residents lived in overcrowded apartment buildings called tenements. On the Lower East Side, one of the most densely populated areas in the world, people frequented vibrant outdoor markets such as this one on Hester Street for goods from eggs to rugs to pots and pans. Gossip, haggling, and cries of street peddlers—mostly in Yiddish in this Jewish neighborhood—echoed down the street from dawn to dusk.



### Urban Problems

City living posed threats such as crime, violence, fire, disease, and pollution, especially for the working poor like Yoffeh and his family. The rapid growth of cities only made these problems worse. Minor criminals, such as pickpockets, swindlers, and thieves, thrived in crowded urban living conditions. Major crimes multiplied as well. From 1880 to 1900, the murder rate jumped sharply from 25 per million people to more than 100 per million people. In comparison, the murder rate in 1999 was 57 per million people.

Native-born Americans often blamed immigrants for the increase in crime and violence. In reality, the crime rate for immigrants was not significantly higher than that for other Americans.

Alcohol did contribute to violent crime, both inside and outside the home. Danish immigrant Jacob Riis, who documented slum life in his 1890 book *How the Other Half Lives*, accused saloons of “breeding poverty,” corrupting politics, bringing

suffering to the wives and children of drunkards, and fostering “the corruption of the child” by selling beer to minors.

Disease and pollution posed even bigger threats. Improper sewage disposal contaminated city drinking water and triggered epidemics of typhoid fever and cholera. Though flush toilets and sewer systems existed in the 1870s, pollution remained a severe problem as horse waste was left in the streets, smoke belched from chimneys, and soot and ash accumulated from coal and wood fires.

✓ **Reading Check** **Drawing Conclusions** Why were diseases and pollution big problems in American cities in the late 1800s?

### Urban Politics

A new kind of political system developed to meet these urban problems. This system provided essential city services in return for political power.

344 CHAPTER 10 Urban America

## INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Literature** Have students obtain a copy of *How the Other Half Lives* by Jacob A. Riis. Have students investigate the legislation Riis advocated to improve slum conditions and research how he went about securing this legislation. Ask students to present their findings as if they were asking Congress to pass a law to protect urban dwellers. **L3 US: 2C, 10A, 11A, 24A–D, 25C, 25D; ELA: Gr9/10/11: 13B, 13C; Gr9/10: 16A–D; Gr11: 15A, 15B, 15D**

### Student Edition TEKS

**ELA: Page 344:** Gr9/10/11: 10B; Gr9: 7H; Gr10/11: 7G; **Page 345:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–E, 8B, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H

**The Political Machine and the Party Boss** The **political machine**, an informal political group designed to gain and keep power, came about partly because cities had grown much faster than their governments. New city dwellers needed jobs, housing, food, heat, and police protection. In exchange for votes, political machines and the **party bosses** who ran them eagerly provided these necessities.

**George Plunkitt**, an Irish immigrant who rose to be one of New York City's most powerful party bosses, explained how the system worked when a fire burned a neighborhood:

“I just get [housing] for them, buy clothes for them if their clothes were burned up, and fix them up till they get things runnin’ again. It’s philanthropy, but it’s politics too—mighty good politics. Who can tell how many votes one of these fires bring me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.”

—quoted in *In Search of America*

As Plunkitt observed, the payoff for party bosses came on Election Day. Urban immigrant groups, which wielded tremendous voting strength, voted in overwhelming numbers for the political machines.

**Graft and Fraud** The party bosses who ran the political machines also controlled the city’s finances. Many machine politicians grew rich as the result of fraud or **graft**—getting money through dishonest or questionable means. Plunkitt defended what he

called “honest graft.” For example, a politician might find out in advance where a new park was to be built and buy the land near the site. The politician would then sell the land to the city for a profit. As Plunkitt stated, “I see my opportunity and I take it.”

Outright fraud occurred when party bosses accepted bribes from contractors, who were supposed to compete fairly to win contracts to build streets, sewers, and buildings. Corrupt bosses also sold permits to their friends to operate public utilities, such as railroads, waterworks, and power systems.

**Tammany Hall** Tammany Hall, the New York Democratic political machine for which George Plunkitt performed his labors, was the most famous such organization. **William M. “Boss” Tweed** was Tammany Hall’s corrupt leader during the 1860s and 1870s. Tweed was eventually arrested for corruption and sent to prison in 1872.

Other cities’ machines controlled all the city services, including the police department. For example, St. Louis’s boss never feared arrest when he called out to his supporters at the police-supervised voting booth, “Are there any more repeaters out here that want to vote again?” From their own base in Kansas City, Missouri, the Pendergast brothers, James and Thomas, dominated the state as well as city politics from the 1890s until the 1930s.

Despite the corruption of the system, political machines did provide necessary services, and they helped to assimilate the masses of new city dwellers.

**Reading Check** **Evaluating** Why did political machines help city dwellers in the late 1800s?

### TAKS Practice

## SECTION 2 ASSESSMENT

### Checking for Understanding

- Define:** *skyscraper, tenement, political machine, party boss, graft.*
- Identify:** Louis Sullivan, George Plunkitt, William M. “Boss” Tweed.
- Explain** what two technologies made the building of skyscrapers possible in the late 1800s.

### Reviewing Themes

- Government and Democracy** How did political machines respond to the needs of the people?

### Critical Thinking

- Comparing** Compare the conditions under which the wealthy class, the middle class, and the working class lived in the United States in the late 1800s.
- Organizing** Complete a graphic organizer similar to the one below by listing the effects of many Americans moving from rural to urban areas in the late 1800s.



### Analyzing Visuals

- Examining Photographs** Study the photographs on page 342 of the Brooklyn Bridge and the Flatiron Building. Why was it advantageous to construct taller buildings rather than purchase more land?

### Writing About History

- Persuasive Writing** Take on the role of an urban planner living in one of the nation’s major cities in the late 1800s. Write a letter to members of the city government listing specific reasons for the importance of setting aside city land for a park and recreational area.

## SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. **US: 2A, 25A**
- Louis Sullivan (p. 342), George Plunkitt (p. 345), William M. (“Boss”) Tweed (p. 345) **US: 2A**
- steel frames and durable plate glass **US: 22A**
- provided jobs, housing, food, heat, police protection **US: 21A**
- wealthy lived in grand homes in fashionable areas, middle class in comfortable homes in streetcar suburbs, and working class in tenements **US: 24B**
- new demographic patterns included more urban population and more disease; also growth of political machines **US: 10A, 25C**
- land was limited and expensive; allowed more people to work in the cities
- Students’ letters will vary. Letters should include specific reasons for parks and recreational areas. **US: 25D**

### Section Quiz 10–2

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

★ Chapter 10 Score \_\_\_\_\_

#### Section Quiz 10–2

**DIRECTIONS: Matching** Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

- |   |                      |
|---|----------------------|
| <b>Column A</b>   | <b>Column B</b>      |
| 1. an informal political group designed to gain and keep power      | A. Jacob Riis        |
| 2. invented the electric trolley car                                | B. skyscrapers       |
| 3. documented slum life in the book <i>How the Other Half Lives</i> | C. Frank J. Sprague  |
| 4. a railroad car pulled by horses                                  | D. tenement          |
| 5. tall steel frame buildings                                       | E. political machine |

**DIRECTIONS: Multiple Choice** In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

### Reteach

Have students list the technological developments that made the growth of cities possible. **US: 22A, 22C, 23A; ELA: Gr9/10/11: 4A**

### Enrich

Have students create a three-column table illustrating social problems, solutions, and alternatives. Instruct students to use the first column to list the social problems described in this section. In the second column, students should describe the solutions used. Students should explain their alternative solutions in the third column. **US: 2C, 24B, 25C, 25D; ELA: Gr9/10/11: 7D**

### Reading Check

**Answer:** to gain immigrant votes and thus maintain political power

## 4 CLOSE

Have students evaluate the role that political machines played in urban politics in the late 1800s. **US: 2A**

### Student Edition TEKS

**US HISTORY: Page 344:** 2A, 2C, 10B, 20A, 24B; **Page 345:** 2A, 2C, 10A, 10B, 21A, 22A, 22B, 24B, 25A, 25C, 25D



# 1 FOCUS

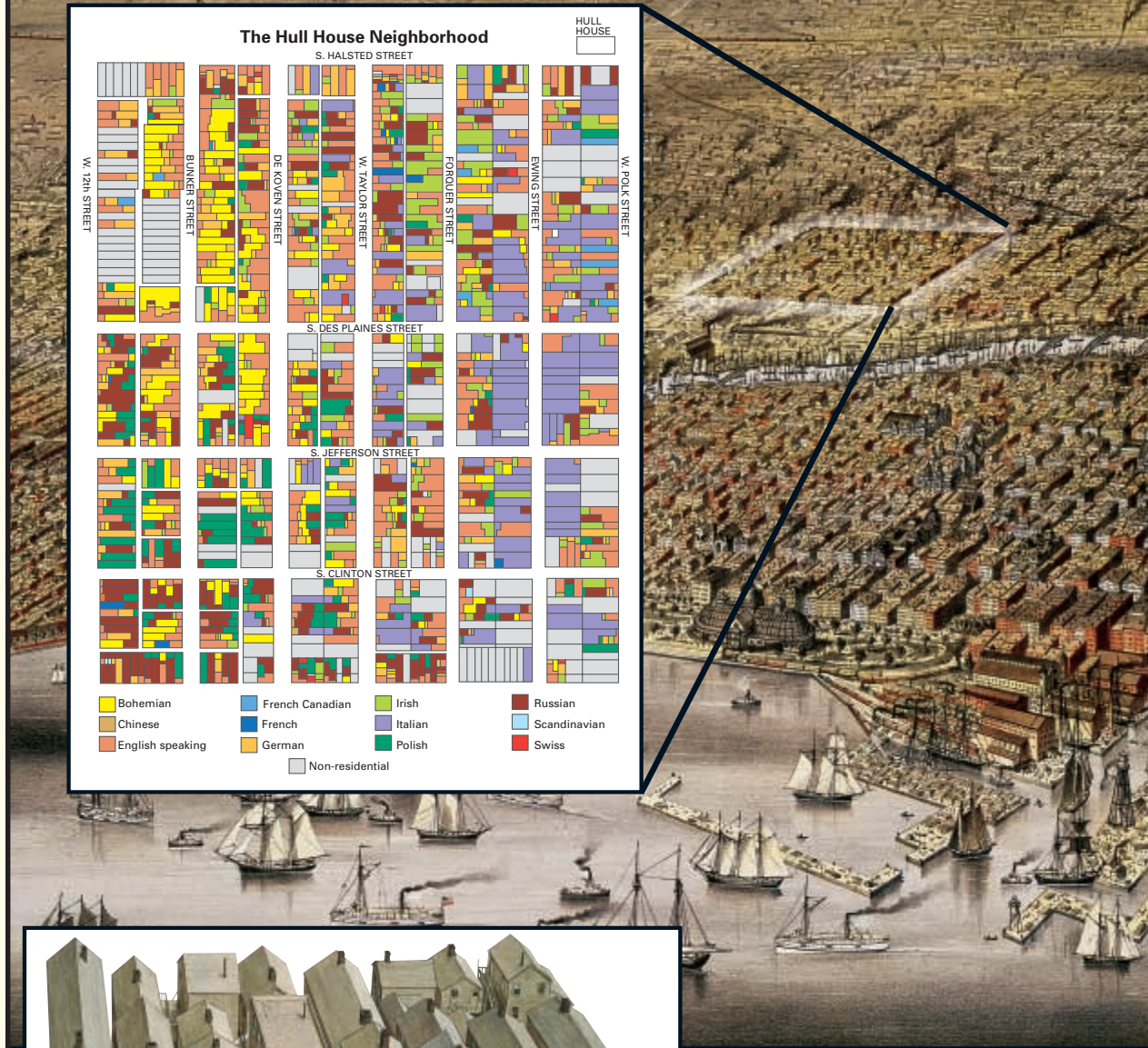
Tell students that Jane Addams's efforts in Hull House were modeled on Toynbee Hall, a settlement house in England. She provided various experiences for immigrants, including visits to art galleries, classes in English, and the use of a gymnasium.

# 2 TEACH

**Making Generalizations** As a class, discuss urban living as presented in the chapter and from the students' own experiences with urban areas. Have students make generalizations about living in urban areas. Write these generalizations on the board. Allow students to refine or change their generalizations as the discussion progresses. **L1 US: 24B**

**Analyzing Information**

Organize the class into small groups and assign each group one of the immigrant groups listed on the Hull House Neighborhood inset map. Have each group research what industries or jobs were held by their assigned immigrant group. Have each group list its findings on the board. As a class, discuss how immigrant groups contributed to Chicago life. **L2 US: 24A–D, 25C, 25D; ELA: Gr9/10/11: 4A–D, 4F, 13B, 13C; Gr9: 7D–H; Gr9/10: 16A–E; Gr10/11: 7D–G; Gr11: 15A–E**



Chicago's apartment buildings, or tenements, were squeezed onto lots that measured 25 by 125 feet (7.6 by 38.1 m). These lots typically held three families and their boarders. Unlike New York City's tenements, most were only two or three stories tall.

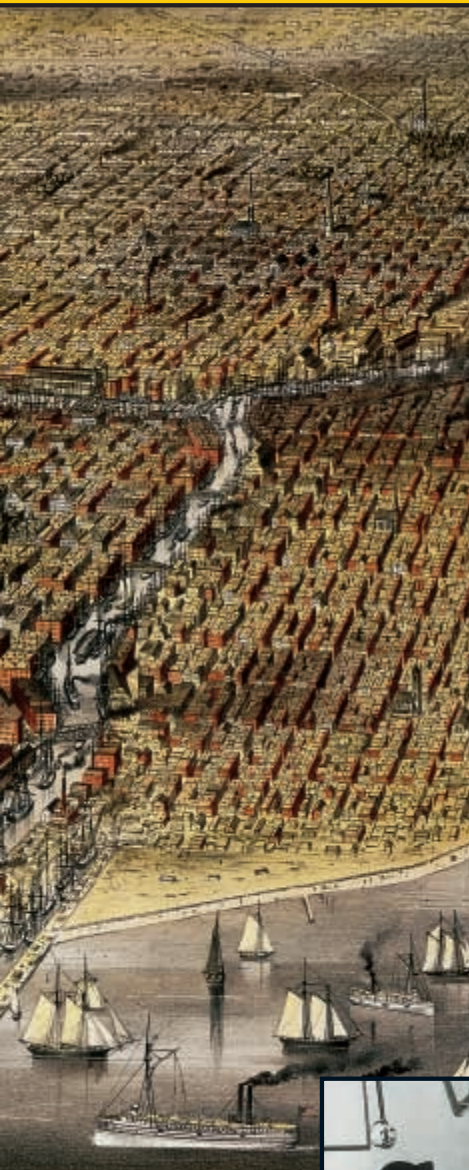
## EXTENDING THE CONTENT

**Urban Problems** Urban problems are not new. Many cities in ancient times were large and crowded. Some historians place Rome's population at more than 1 million by the start of the first century A.D. Within 100 years overcrowding resulted in many of Rome's citizens living in apartment houses. Some apartments were 5 or 6 stories high and sheltered about 200 people each. Many of the city's residential structures were poorly constructed, and living conditions paralleled those in the impoverished sections of 1800s New York or Chicago.

**Student Edition TEKS**

**ELA: Page 346:** Gr9/10/11: 19B, 20B; **Page 347:** Gr9/10/11: 10B

# Immigrants Arrive In Chicago



**A** major port and a conduit for the nation's east-west rail travel, Chicago was a booming industrial center for the lumber, grain, meatpacking, and mail-order businesses at the end of the 1800s. Since the early 1870s, more ships had been docking in Chicago than in New York, Baltimore, Philadelphia, Charleston, and San Francisco combined. The city's expansion was phenomenal. In 50 years, it grew from a modest frontier town to the second-largest city in the country.

Immigrants swarmed into Chicago seeking jobs. Poles found work slaughtering livestock; Irish laying railroads; Russian and Polish Jews making clothes; Swedes constructing buildings and Italians forging steel. Women established boardinghouses, took in sewing to do at home, and worked in factories. In most factories, the hours were long and the working conditions difficult: noisy, hot, grimy, and overcrowded. By the beginning of the 1900s, three-fourths of the people in this teeming metropolis were European immigrants and their American-born children.

Ethnic neighborhoods dotted the city, as did blocks of tenements thrown up to house the flood of

newcomers. The inset map at left—an enlargement of the highlighted rectangle on the lithograph—shows the Hull House neighborhood in Chicago's West Side in 1893. Hull House was established by social reformer Jane Addams to “investigate and improve the conditions in the industrial districts of Chicago.” The neighborhood was one of the city's poorest. Its tenement buildings were disease-ridden and dangerous, crowding about 270 residents into each acre. Jane Addams wrote: “The streets are inexpressibly dirty, the number of schools inadequate, sanitary legislation unenforced, the street lighting bad, the paving miserable and altogether lacking in the alleys.”

The neighborhood was also one of the most ethnically diverse. As the inset shows, the bewildered new immigrants tended to settle in enclaves that had already been established by others from their homeland. They banded together as they learned about the ways of the new land. Many immigrants found comfort in social life centered on the church or synagogue. Younger immigrants were more eager to abandon their old customs. Many of them quickly adopted American clothes and manners, learned to speak English, and tried to make American friends.



A visiting nurse puts drops in an infant's eyes. Crowded conditions threatened the health of many of the immigrants in Chicago's tenements.

**Comparing and Contrasting**  
Write the word *Pollution* on the board. Beneath it write *1800s Cities* and *Modern Cities*. Have students list the types of pollution for each era. **Ask:** *What similarities and differences do you find? Do you think the problems of pollution can be solved? What solutions would you suggest?* **L1 US:** 11A, 24B; **ELA:** Gr9/10/11: 4A–D, 4F

## 3 ASSESS

Have students answer the Learning from Geography questions. **US:** 25D

### Geography and History Activity 3



#### Cities Within Cities: Ethnic Enclaves

##### FROM FARMS TO CITIES

At the time of the Civil War, most people in the United States worked on farms. As industrialization grew, people moved to the cities where new jobs were available. Just 50 years after the Civil War, more people worked in factories or in other urban workplaces than on farms. This change had begun in the northeastern United States where the first water-powered textile mills were located. Industrialization eventually spread to the Midwest, where Chicago became an important manufacturing center.

In the factories. Between 1860 and 1880, about 5 million immigrants, which included many Chinese and French Canadians, came to the United States. That figure increased to 9 million between 1880 and 1900. Many of the immigrants during those years were from Eastern Europe. (See Table 1.)

##### IMMIGRANT NEIGHBORHOODS

When they arrived in the United States, many immigrants settled in cities because jobs were more abundant there. Their experiences in large cities were similar to those in the factories.

### LEARNING FROM GEOGRAPHY

1. How did the location of Chicago influence its development?
2. Pose and answer five questions about the geographic distribution and patterns shown on this model.

CHAPTER 10 Urban America 347

### ANSWERS TO LEARNING FROM GEOGRAPHY

1. Since it developed on the waterfront, Chicago developed both as a port city and a rail city. Ships would transport goods to the city and the goods would be shipped across the country from the rail lines.
2. Students' questions and answers will vary. You may have students trade questions and then have the pairs discuss the answers.

## 4 CLOSE

Ask students to describe what life may have been like in one of the tenement buildings pictured on page 346. **US:** 2C, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

### NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives at [www.nationalgeographic.com](http://www.nationalgeographic.com).

### Student Edition TEKS

**US HISTORY:** Page 346: 24H; Page 347: 2C, 21A, 21D

# SECTION 3 The Gilded Age

## 1 FOCUS

### Section Overview

This section focuses on how American society's thinking and behavior changed in the late 1800s.

### BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

### Daily Focus Skills Transparency 10–3

Unit 5 Chapter 10 DAILY FOCUS SKILLS TRANSPARENCY 10-3

**Analyzing Fine Art**



Directions: Answer the following questions based on the painting and the information below.

Artist Thomas Eakins was part of the movement known as realism. His painting *The Gross Clinic* was rejected for an exhibition in Philadelphia because it was considered too harshly realistic. What about the painting might have caused this reaction?

F The features of the people are not clear.  
G The medical students are dissecting human body parts.  
H The colors are too bright.  
J There are no women in the painting.

### Guide to Reading

**Answers to Graphic:** Social Darwinism: the theory that human society evolves through competition and natural selection—survival of the fittest; Laissez-faire: an economic doctrine that opposed government programs that interfered with business; Gospel of Wealth: the philosophy that wealthy people should give to public charity; Realism: movement in art and literature to portray people realistically

### Preteaching Vocabulary

Have students write three questions that can be answered using the Key Terms and Names. **US: 25A**

### Student Edition TEKS

**ELA: Page 348:** Gr9/10/11: 4D, 6A, 7D, 7F, 8B, 13C; **Page 349:** Gr9/10/11: 6A, 7F, 8B, 10B

### Guide to Reading

#### Main Idea

Industrialism and urbanization changed American society's ideas and culture in the late 1800s.

#### Key Terms and Names

Gilded Age, Social Darwinism, Gospel of Wealth, philanthropy, realism, vaudeville, ragtime, Scott Joplin

#### 1 Reading Strategy

**Categorizing** Complete a graphic organizer similar to the one below by filling in the main idea of each of the theories and movements listed.

Theory or Movement	Main Idea
Social Darwinism	
Laissez-Faire	
Gospel of Wealth	
Realism	

#### Reading Objectives

- **Evaluate** the doctrine of Social Darwinism and the impact it had on American industry.
- **Explain** how industrialization promoted leisure time and encouraged new forms of entertainment.

#### Section Theme

**Culture and Traditions** The Gilded Age was an era of great cultural change in the United States.

#### Preview of Events



### ★ An American Story ★



William Graham Sumner

In 1872, at the age of 32, William Graham Sumner became a professor of political and social science at Yale College. Sumner's classes were very popular. One of his students, William Lyon Phelps, illustrated Sumner's tough, no-nonsense approach with this example of a class discussion:

**Student:** "Professor, don't you believe in any government aid to industries?"

**Sumner:** "No! It's root, hog, or die."

**Student:** "Yes, but hasn't the hog got a right to root?"

**Sumner:** "There are no rights. The world owes nobody a living."

**Student:** "You believe then, Professor, in only one system, the contract-competitive system?"

**Sumner:** "That's the only sound economic system. All others are fallacies."

**Student:** "Well, suppose some professor of political economy came along and took your job away from you. Wouldn't you be sore?"

**Sumner:** "Any other professor is welcome to try. If he gets my job, it is my fault. My business is to teach the subject so well that no one can take the job away from me."

—adapted from *Social Darwinism in American Thought*

### A Changing Culture

In 1873 Mark Twain and Charles Warner wrote a novel together entitled *The Gilded Age*. Historians later adopted the term and applied it to the era in American history that begins about 1870 and ends around 1900.



### SECTION RESOURCES

#### Reproducible Masters

- Reproducible Lesson Plan 10–3
- Daily Lecture and Discussion Notes 10–3
- Guided Reading Activity 10–3
- Section Quiz 10–3
- Reading Essentials and Study Guide 10–3

#### Transparencies

- Daily Focus Skills Transparency 10–3

- American Art & Architecture

#### Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 10–3

Daily Lecture and Discussion Notes  
Chapter 10, Section 3

**Did You Know?** *The Adventures of Tom Sawyer* was the first book that Mark Twain wrote using memories of his own childhood. The town where Tom Sawyer lives was modeled after Twain's hometown of Hannibal, Missouri. In *The Adventures of Tom Sawyer*, Huck Finn is Tom's friend. Tom Sawyer reappears in some chapters of *Adventures of Huckleberry Finn*, which was written eight years later.

**I. A Changing Culture** (pages 348–349)  
A. In 1873 Mark Twain and Charles Warner co-wrote the novel *The Gilded Age*. Historians use this term to refer to the time between 1870 and 1900. The term "gilded" refers to the surface of something that is covered with a thin layer of gold.

✓ Reading Check

**Answer:** that regardless of background, a person could rise in society and go as far as his or her talents and commitment would take them

**Creating a Profile** Have students chose one of the persons mentioned in this section and write a short biographical profile emphasizing the person's connection to the Gilded Age. **L1 US:** 1A, 2C, 19B, 24A–D, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 4A–D, 4F, 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G

Use the rubric for creating a book review, research report, or handbill on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

History and the Humanities

- American Music: Hits Through History: "Maple Leaf Rag"
- American Music: Cultural Traditions: "Maple Leaf Rag," "St. Louis Tickle"
- American Art & Architecture: *In the Garden*, Favre Glass Vase

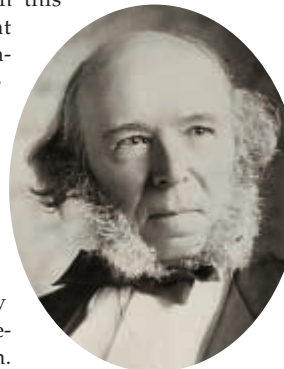
Student Edition TEKS

**US HISTORY:** Page 348: 1B, 20A, 24B, 25A, 25C; Page 349: 2C, 20A, 24B, 25A

Social Darwinism

Another powerful idea of the era was Social Darwinism, which strongly reinforced the idea of individualism. English philosopher Herbert Spencer first proposed this idea. Historian John Fiske, political scientist William Graham Sumner, and the magazine *Popular Science Monthly* all popularized it in the United States.

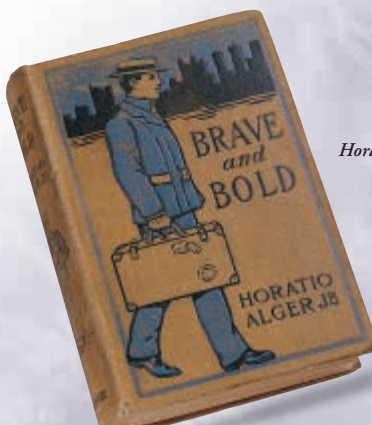
**Herbert Spencer** Philosopher Herbert Spencer applied Charles Darwin's theory of evolution and natural selection to human society. In his 1859 book, *On the Origin of Species by Means of Natural Selection*, Darwin argued that plant and animal life had evolved over the years by a process he called natural selection. In this process, those species that cannot adapt to the environment in which they live gradually die out, while those that do adapt thrive and live on.



Herbert Spencer

Spencer took this biological theory, intended to explain developments over millions of years, and argued that human society also evolved through competition and natural selection. He argued that society progressed and became better because only the fittest people survived.

Spencer and others who shared his views became known as Social Darwinists, and their ideas were known as **Social Darwinism**. "Survival of the fittest" became the catchphrase of their philosophy. By 1902 over 350,000 copies of Spencer's books had been sold in the United States.



Horatio Alger novel

This era was in many ways a time of marvels. Amazing new inventions led to rapid industrial growth. Cities expanded to sizes never seen before. Masses of workers thronged the streets. Skyscrapers reached to the sky, and electric lights banished the darkness. Newly wealthy entrepreneurs built spectacular mansions.

By calling this era the **Gilded Age**, Twain and Warner were sounding an alarm. Something is gilded if it is covered with gold on the outside but made of cheaper material inside. A gilded age might appear to sparkle, but Twain, Warner, and other writers tried to point out that beneath the surface lay corruption, poverty, crime, and great disparities in wealth between the rich and the poor.

Whether the era was golden or merely gilded, it was certainly a time of great cultural activity. Industrialism and urbanization altered the way Americans looked at themselves and their society, and these changes gave rise to new values, new art, and new forms of entertainment.

**The Idea of Individualism** One of the strongest beliefs of the era—and one that remains strong today—was the idea of **individualism**. Many Americans firmly believed that no matter how humble their origins, they could rise in society and go as far as their talents and commitment would take them. In 1885 the wealthy cotton manufacturer Edward Atkinson gave a speech to a group of workers at a textile factory in Rhode Island. He told them they had no reason to complain:

“There is always plenty of room on the front seats in every profession, every trade, every art, every industry. . . . There are men in this audience who will fill some of those seats, but they won't be boosted into them from behind.”

—quoted in *America's History*

**Horatio Alger** No one expressed the idea of individualism better than Horatio Alger. A minister from Massachusetts, Alger eventually left the clergy and moved to New York. There he wrote more than 100 “rags-to-riches” novels, in which a poor person goes to the big city and becomes successful. Many young people loved reading these tales. Inspired by Alger's novels they concluded that no matter how many obstacles they faced, success was possible.

2 ✓ **Reading Check** **Describing** What was the main idea behind individualism?

COOPERATIVE LEARNING ACTIVITY

**Creating a Magazine** Organize students into groups of four to create a national magazine that would appeal to the general public in the late 1800s. Each group should choose a target market, a type of magazine, and a title. Allow group members to choose from the following roles: cover designer, advertising copywriter, fiction writer, and feature writer. Have students produce a mock-up of their magazine. **US:** 20A, 24A–D, 25A–D, 26B; **ELA:** Gr9/10/11: 1A, 1B, 21B, 21C

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

# CHAPTER 10

## Section 3, 348–352

### Guided Reading Activity 10–3

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Guided Reading Activity 10–3**

**DIRECTIONS:** Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What was meant by the “Gilded Age”?
2. What did industrialism and urbanization change?
3. What did many Americans of the Gilded Age believe?
4. Who expressed the idea of individualism better than anyone else?
5. Why did young people love to read the “rags-to-riches” novels?
6. What occurs in the novel *Uncle Tom’s Cabin*?

### History Through Art

**Background:** Thomas Eakins was a painter, sculptor, photographer, and art teacher. Many of his portrait subjects did not appreciate his realistic approach, and his insistence on the use of nude models for teaching also presented problems. Both his realistic style and his teaching techniques achieved great acceptance after his death. Eakins’s work is now exhibited in some of America’s most prestigious museums, including the Art Institute of Chicago, the Metropolitan Museum of Art, and the National Gallery of Art.

**Answer:** the everyday subject matter

**Ask:** What artistic movement did realism follow? (*romanticism*)

### Reading Check

**Answer:** that human society evolves through competition and natural selection—survival of the fittest

Social Darwinism also paralleled the economic doctrine of *laissez-faire* that opposed any government programs that interfered with business. Not surprisingly, industrial leaders like John D. Rockefeller heartily embraced the theory. Rockefeller maintained that survival of the fittest, as demonstrated by the growth of huge businesses like his own Standard Oil, was “merely the working out of the law of nature and the law of God.”

**Darwinism and the Church** Rockefeller may have appreciated Spencer’s interpretation of evolution, but Charles Darwin’s conclusions about the origin of new species frightened and outraged many devout Christians as well as some leading scientists. They rejected the theory of evolution because they believed it contradicted the Bible’s account of creation. Some American scholars and ministers, however, concluded that evolution may have been God’s way of creating the world. Henry Ward Beecher of Plymouth Church in Brooklyn called himself a “cordial Christian evolutionist.” Beecher accepted Spencer’s ideas of Social Darwinism and championed the success of American business.

### History Through Art

**Baseball Players Practicing** Thomas Eakins painted this work in 1875. A member of the Realism school of art, Eakins tried to depict everyday events in detail. What elements of this painting reflect the Realism movement?



350 CHAPTER 10 Urban America

**Carnegie’s Gospel of Wealth** A wealthy and prominent business leader of the time, Andrew Carnegie believed wholeheartedly in Social Darwinism and *laissez-faire*. Speaking of the law of unregulated competition, he wrote:

“It ensures the survival of the fittest in every department. We accept and welcome, therefore, as conditions to which we must accommodate ourselves, great inequality of environment, the concentration of business, . . . in the hands of a few, and the laws of competition . . . as being not only beneficial, but essential for the future progress of the race.”

—quoted in *Voices from America’s Past*

Believing that those who profited from society owed it something in return, Carnegie attempted to extend and soften the harsh philosophy of Social Darwinism with the **Gospel of Wealth**. This philosophy held that wealthy Americans bore the responsibility of engaging in **philanthropy**—using their great fortunes to further social progress. Carnegie himself, for example, donated millions of dollars as the

“trustee and agent for his poorer brethren.” Other industrialists also contributed to social causes. (See page 933 for

more information on the *Gospel of Wealth*.)

### Reading Check

Summarizing What was the main idea of Social Darwinism?

### Realism

Just as Darwin had looked at the natural world scientifically, a new movement in art and literature known as **realism** attempted to portray people realistically instead of idealizing them as romantic artists had done.

**Realism in Art** Realist painters rejected the idealistic depictions of the world of the earlier 1800s. One such painter, **Thomas Eakins** of Philadelphia, Pennsylvania, considered no day-to-day

## MEETING SPECIAL NEEDS

**Interpersonal** Ask students to choose a sport that was played during the time period covered in this section. Pair students and ask them to teach one another how to play their chosen sports. Instructions should be limited to verbal cues only. As a class, discuss the problems in teaching an activity without visual aids or written directions. **L2 ELA:** Gr9/10: 16B; Gr11: 15B

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

### Student Edition TEKS

**ELA:** Page 350: Gr9/10/11: 6A, 7F, 8B, 10B, 19B, 20B; Gr9: 7G; Page 351: Gr9/10/11: 10B

subject beneath his interest and careful observation. On his canvases, with their realistic detail and precise lighting, young men swam, surgeons operated, and scientists experimented. Eakins even dared to paint President Hayes working in shirtsleeves instead of in more traditional formal dress.

**Realism in Literature** Writers also attempted to capture the world as they saw it. In several novels, **William Dean Howells** presented realistic descriptions of American life. For example, his 1885 novel *The Rise of Silas Lapham* described the attempts of a self-made businessperson to enter Boston society. Also an influential literary critic, Howells was the first to claim Mark Twain to be an American genius and hailed him as “incomparable, the Lincoln of our literature.”

Twain, a Missouri native whose real name was Samuel Clemens, wrote his masterpiece, *Adventures of Huckleberry Finn*, in 1884. In this novel, the title character and his friend Jim, an escaped slave, float down the Mississippi River on a raft. Through their innocent eyes, readers gain a piercing view of American society in the pre-Civil War era. Twain wrote in local dialect with a lively sense of humor. Nevertheless, Howells realized that Twain was more than a humorist. He had written a true American novel, in which the setting, subject matter, characters, and style were unmistakably American.

Howells also recognized talent in the work of a very different writer, **Henry James**, who lived most of his adult life in England. In novels such as *Portrait of a Lady* (1881), James realistically characterized the inner lives of the upper class. Isabel Archer, the lady of the title, reflects one of the prime values of her class—the concern to maintain social position by marrying well. Ultimately Isabel’s wealth interferes with her ability to pursue her own happiness.

**Edith Wharton**, who also concerned herself with the upper class she knew, modeled her realistic writing after those of James. She won a Pulitzer Prize for her novel *The Age of Innocence*, a stark portrait of upper-class New York society in the 1870s.

**Reading Check** Explaining What was the significance of Mark Twain’s *Adventures of Huckleberry Finn*?

## Popular Culture

Popular culture changed considerably in the late 1800s. Industrialization improved the standard of living for many people, enabling them to spend money on entertainment and recreation. Increasingly, urban Americans, unlike rural people, divided their lives

### Fact Fiction Folklore

**The Seventh-Inning Stretch** This baseball tradition, where fans often stand up to stretch in the middle of the seventh inning, does not have a completely reliable history. One claim is that in 1869, all the Cincinnati Red Stockings players stood during the seventh inning to seek relief from the hard wooden benches on which they were sitting. Another popular story asserts that in 1910, President William Howard Taft stood to stretch himself; thinking that the president was leaving, fans at the Washington Senators game also stood out of respect.



Moses Fleetwood Walker, early African American baseball player

into separate units—that of work and that of home. Furthermore, people began looking for things to do outside the home and began “going out” to public entertainment.

**The Saloon** As Frank Lloyd Wright had noted when he arrived in Chicago, the city’s saloons far outnumbered its groceries and meat markets. Functioning like community centers, saloons played a major role in the life of male workers in the 1800s. They also served as political centers. Saloonkeepers often served as key figures in political machines.

Saloons offered free toilets, water for horses, and free newspapers for customers. They even offered the first “free lunch”: salty food that made patrons thirsty and eager to drink more. Saloons developed loyal customers. The first workers from the night shift would stream in at 5:00 A.M., and the last would stay until late at night.

**Amusement Parks and Sports** While saloons catered mostly to men, working-class families or single adults who sought excitement and escape could go to amusement parks such as New York’s **Coney Island**. Amusements there such as water slides and railroad rides cost only a nickel or dime.

Watching professionals box or play baseball also first became popular during the late 1800s. A game much like baseball, known as rounders and derived from the game of cricket, had enjoyed limited popularity in Great Britain in the early 1800s. Versions of the modern game of baseball began to appear in

### Fact Fiction Folklore

Although organized baseball was played as early as the 1850s, the game really took off after the Civil War. Returning veterans helped to form teams, and by 1866 there were 202 teams in 17 states.

## FYI

Football became a popular spectator sport during the Gilded Age, with college games proving to be the biggest draw. Rutgers and Princeton played in the first collegiate contest in 1869. Throughout the late 1800s, three Eastern universities—Harvard, Yale, and Princeton—dominated the sport.

## Reading Check

**Answer:** It was one of the first truly American novels.

# 3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity. **US: 25D**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

## Reading Essentials and Study Guide 10–3

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**  
Chapter 10, Section 3  
For use with textbook pages 348–352

**THE GILDED AGE**

**KEY TERMS AND NAMES**

**Gilded Age** the time period between 1870 and 1900 (page 349)  
**Social Darwinism** the idea that society progresses and becomes better because only the fittest people survive (page 349)  
**Gospel of Wealth** the philosophy that wealthy people who profited from society owed it something in return (page 350)  
**philanthropy** the using of one’s wealth to further social progress (page 350)  
**realism** a movement in art and literature that attempted to portray people realistically (page 350)  
**vaudeville** a theater show that included animal acts, music, and dance

## INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Performing Arts** Invite a performing arts teacher or artist to work with your students to produce a vaudeville-style show. Ask the guest to help students understand the kinds of acts performed in vaudeville, and offer suggestions about resources students can use to learn more about vaudeville. Arrange for students to perform for an audience. **L2 US: 20A, 20B, 26B; ELA: Gr9/10: 16B; Gr11: 15B**

## Student Edition TEKS

**US HISTORY: Page 350: 19B, 20A, 20B, 24A, 24B, 25A; Page 351: 2B, 20A, 20C**

# CHAPTER 10

## Section 3, 348–352

### Section Quiz 10-3

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

★ Chapter 10 Score \_\_\_\_\_

**Section Quiz 10-3**  
**DIRECTIONS:** Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. entertainment adapted from French theater	A. Edith Wharton
2. belief that a person could rise in society, and go as far as their talents and commitment would take them	B. vaudeville
3. malleable writer who wrote <i>The Age of Innocence</i> , a stark portrait of upper-class New York society	C. Horatio Alger
4. first salaried baseball team, formed in 1869	D. individualism
5. wrote “rage-to-rites” novels	E. Cincinnati Red Stockings

**DIRECTIONS:** Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

### Picturing History

**Answer:** syncopated rhythms that grew out of the music of vaudeville and honky-tonk pianists and banjo players

**Ask:** What do you think is the role of the man wearing a business suit in the middle of the picture? (may have been a promoter or manager)

### Reteach

Have students explain how industrialization promoted leisure time and new forms of entertainment. **US:** 2B, 24B

### Enrich

Invite interested students to learn more about popular culture in the late 1800s. Suggest that they work in pairs to create a trivia game that can be played in class. **US:** 24A–D, 25C, 25D

### Reading Check

**Answer:** functioned as community centers and political centers for men

## 4 CLOSE

Have students evaluate the doctrine of Social Darwinism and its impact on industry. **US:** 2B, 24B

### Student Edition TEKS

**ELA: Page 352:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H;  
**Page 353:** Gr9/10/11: 4D, 6A, 7D, 7F, 8B

the United States in the early 1800s. As the game grew in popularity, it became a source of profit. The first salaried team, the Cincinnati Red Stockings, was formed in 1869. Other cities soon fielded professional teams, and in 1903 the first modern World Series was played between the Boston Red Sox and the Pittsburgh Pirates.

The second most popular game, football, appealed first to the upper classes, in part because it began in private colleges and universities that the middle and working classes could not afford. By the late 1800s, the game had spread to public universities.

As work became less physically strenuous, many people looked for leisure activities that involved physical exercise. Lawn tennis, golf, and croquet became popular. James Naismith, a Canadian working as an athletic director for a college in Springfield, Massachusetts, invented the game of basketball in 1891.

**Vaudeville and Ragtime** The many people living in the cities provided large and eager markets for other types of entertainment. Adapted from French theater, **vaudeville** took on an American flavor in the early 1880s with its hodgepodge of animal acts, acrobats, gymnasts, and dancers. The fast-moving acts, like the tempo of big-city life, went on in continuous shows all day and night.



### Picturing History

**Ragtime Band** This group of African American musicians traveled around the country playing ragtime music at motion picture shows. **What are some of the roots of ragtime music?**

Like vaudeville, **ragtime** music echoed the hectic pace of city life. Its syncopated rhythms grew out of the music of riverside honky-tonk, saloon pianists, and banjo players, using the patterns of African American music. **Scott Joplin**, one of the most important African American ragtime composers, became known as the “King of Ragtime.” He published his signature piece, “The Maple Leaf Rag,” in 1899.

**Reading Check Describing** What importance did the saloon have in nineteenth-century life?

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Define:** philanthropy, realism, vaudeville, ragtime.
- Identify:** Gilded Age, Social Darwinism, Gospel of Wealth, Scott Joplin.
- Describe** how changes in art and literature reflected the issues and characteristics of the late nineteenth century.

### Reviewing Themes

- Culture and Traditions** What were the defining characteristics of the Gilded Age?

### Critical Thinking

- Synthesizing** Do you think the idea of the Gospel of Wealth is still alive today? Why or why not?
- Organizing** Complete a graphic organizer similar to the one below by filling in new forms of entertainment that Americans turned to in the late 1800s.



### Analyzing Visuals

- Examining Photographs** Analyze the photograph at the top of this page. How does the clothing the musicians are wearing compare with the clothing worn by musicians today?

### Writing About History

- Descriptive Writing** Imagine that you are a newspaper editor in the late 1800s. Write an editorial in which you support or oppose the philosophy of Social Darwinism. Include reasons to support your position.

## SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Gilded Age (p. 349), Social Darwinism (p. 349), Gospel of Wealth (p. 350), Scott Joplin (p. 352) **US:** 20A
- Art and literature became more realistic as artists and writers depicted the world as they believed it to be, not as they thought it should be. **US:** 20A
- individualism, urbanization, new values, art, and forms of entertainment **US:** 20A
- Explanations will likely focus on current philanthropy of wealthy individuals. **US:** 24G
- saloons, sports, amusement parks, vaudeville **US:** 25C
- Students might mention that some groups of musicians dress alike and others do not, some wear suits and others do not, some wear clothing similar to what their audiences wear and others wear costumes. **US:** 24B
- Students’ editorials will vary. **US:** 24G, 25D

# SECTION 4 The Rebirth of Reform

## Guide to Reading

### Main Idea

The pressing problems of the urban poor in the late 1800s and early 1900s eventually stimulated attempts to reform industrial society.

### Key Terms and Names

Henry George, Lester Frank Ward, Edward Bellamy, naturalism, Jane Addams, settlement house, Americanization

### 1 Reading Strategy

**Taking Notes** As you read about reform movements in the United States in the late 1800s, complete an outline like the one below by listing the people whose ideas influenced the movements.

The Rebirth of Reform  
I. Social Criticism  
A.  
B.  
C.  
II. Naturalism in Literature

### Reading Objectives

- **Explain** the methods that social critics advocated to improve society.
- **Evaluate** efforts to help the urban poor.

### Section Theme

**Individual Action** Many middle- and upper-class individuals worked to soften social and economic inequality.

### Preview of Events



## ★ An American Story ★



Lillian Wald

On a drizzly March morning in 1893, a nursing student named Lillian Wald was teaching a public health class to residents of New York's poor Lower East Side. Suddenly a girl broke in, disrupting the lesson. The child's mother desperately needed a nurse. The interruption changed Wald's life. She followed the girl to a squalid tenement, where she found a family of seven sharing their two rooms with boarders. The sick woman lay on a dirty bed. Wald later wrote:

“That morning's experience was a baptism of fire. Deserted were the laboratory and the academic work of the college. I never returned to them. . . . To my inexperience it seemed certain that conditions such as these were allowed because people did not *know*, and for me there was a challenge to know and to tell. . . . If people knew things,—and “things” meant everything implied in the condition of this family,—such horrors would cease to exist. . . .”

—quoted in *The House on Henry Street*

- 2 In 1895 Wald and her friend Mary Brewster established the Henry Street Settlement. The young nurses offered medical care, education, labor organization, and social and cultural programs to the neighborhood residents.

### Social Criticism

The tremendous changes brought about by industrialism and urbanization triggered a debate among Americans as to how best to address society's problems. While many Americans embraced the ideas of individualism and Social Darwinism, others disagreed,

# 1 FOCUS

## Section Overview

This section focuses on the efforts to help the urban poor.

## BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

## Daily Focus Skills Transparency 10-4

**COMPARING AND CONTRASTING**  
DARWINISM: TWO PHILOSOPHIES

REFORM DARWINISM	SOCIAL DARWINISM
<ul style="list-style-type: none"> <li>• A philosophy stating that human beings evolved because they could think ahead and make plans to produce the results they wanted.</li> <li>• Argued for government regulation of the economy with the goal of eliminating poverty and promoting education.</li> </ul>	<ul style="list-style-type: none"> <li>• A philosophy stating that human society evolved through competition and natural selection.</li> <li>• Opposed to government programs that interfered with business.</li> </ul>

**Directions:** Answer the following question based on the descriptions of both.

Two separate philosophies—Social Darwinism and Reform Darwinism—emerged between 1860 and 1900. Which philosophy looked to the federal government to solve society's problems?

## Guide to Reading

### Answers to Graphic:

The Rebirth of Reform

- I. Social Criticism
  - A. Henry George on Progress and Poverty
  - B. Reform Darwinism
  - C. Looking Backward
- II. Naturalism in Literature

Students should complete the outline by including all heads in the section.

### Preteaching Vocabulary

Have students write a one-sentence definition for each of the Key Terms.

US: 25A; ELA: Gr9/10/11: 6A

## SECTION RESOURCES

### Reproducible Masters

- Reproducible Lesson Plan 10-4
- Daily Lecture and Discussion Notes 10-4
- Guided Reading Activity 10-4
- Section Quiz 10-4
- Reading Essentials and Study Guide 10-4
- Performance Assessment Activities and Rubrics

### Transparencies

- Daily Focus Skills Transparency 10-4

### Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

## Student Edition TEKS

US HISTORY: Page 352: 1A, 20A, 20E, 24B, 24G, 25A, 25C, 25D; Page 353: 1B, 2C, 20A, 21D, 24B, 25A, 25C



# CHAPTER 10

## Section 4, 353–358

# 2 TEACH

### Daily Lecture and Discussion Notes 10–4

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**Daily Lecture and Discussion Notes**  
Chapter 10, Section 4

**Did You Know?** The Young Men's Christian Association (YMCA) is a nonprofit organization that was founded in London in 1844. Today it serves about 25 million members in 90 countries. Membership and services are open to males and females of all ages, religions, races, and incomes.

**I. Social Criticism** (pages 353–355)

**A.** Changes in industrialization and urbanization led to debates among Americans over the issue of how to handle society's problems.

**B.** In 1879 journalist Henry George wrote a best-selling book called *Progress and Poverty*. It raised questions about American society and challenged the ideas of Social Darwinism.

**Posing and Answering Questions** Assign half the class to pose questions about Henry George's theory and the other half to pose questions about Lester Frank Ward's theory. The half of the class that is not posing questions should answer the questions based on information in the textbook or on conclusions that they have drawn. **L1 US: 2B, 2C, 4B, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

### Graph Skills

- Answers:**
- almost 200 out of every 100,000 people
  - that conditions improved from the start to the end of the 1900s

**Graph Skills Practice**  
**Ask:** Why do you think a larger percentage of students graduate from high school today than in 1900? (possible answer: fewer have to go to work fulltime while in their teens, education is more important for the types of jobs available today)

**Social Studies TAKS** tested at Grades 10/11: **1** Obj 3: US2C(11); Obj 5: WH25C(10), WH26C(10,11), US24B(11)

arguing that society's problems could be fixed only if Americans and their government began to take a more active role in regulating the economy and helping those in need.

**Henry George on Progress and Poverty** In 1879 journalist **Henry George** published *Progress and Poverty*. His book quickly became a national best-seller. "The present century has been marked by a prodigious increase in wealth-producing power," George observed, which should have made poverty "a thing of the past." Instead, he argued:

☞ It becomes no easier for the masses of our people to make a living. On the contrary it becomes harder. . . . The gulf between the employed and the employer is growing wider; social contrasts are becoming sharper; as liveried carriages appear, so do barefoot children.☞

—from *Progress and Poverty*

Most economists now argue that George's analysis was flawed. Industrialism did make some Americans very wealthy, but it also improved the standard of living for most other Americans as well. At the time,

however, in the midst of the poverty, crime, and harsh working conditions, many Americans did not believe things were improving.

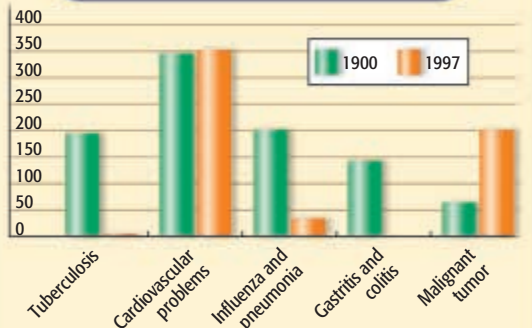
George offered a simple solution. Land, he argued, was the basis of wealth, and people could grow wealthy just by waiting for land prices to rise. George proposed a "single tax" on this unearned wealth to replace all other taxes. He believed it would help make society more equal and also provide the government with enough money to help the poor.

Economists have since rejected George's economic theory. His real importance to American history is that he raised questions about American society and led the way in challenging the ideas of Social Darwinism and laissez-faire economics. Many future reform leaders first became interested in reform because of George's book.

**Reform Darwinism** Four years after Henry George challenged the ideas of Social Darwinism, **Lester Frank Ward** published *Dynamic Sociology*. Ward took the ideas of Social Darwinism and used them to reach a very different conclusion than Darwin had. He argued that human beings were different from other animals in nature because they

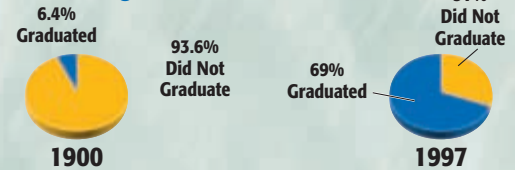
## Social Conditions: Past and Present

### Death Rates for Specific Causes (per 100,000 people)



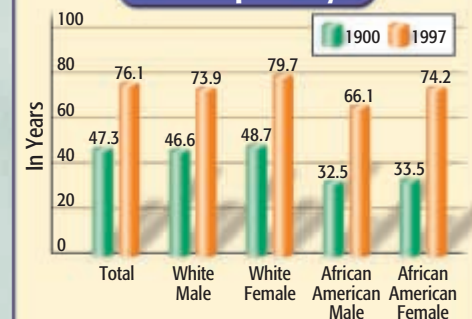
Sources: Historical Statistics of the United States; Colonial Times to 1970; Statistical Abstract of the United States.

### High School Graduation Rates



Sources: Historical Statistics of the United States, Colonial Times to 1970; Statistical Abstract of the United States.

### Life Expectancy



Source: Historical Statistics of the United States, Colonial Times to 1970; Statistical Abstract of the United States.

## COOPERATIVE LEARNING ACTIVITY

**Interpreting Political Cartoons** Organize students into small groups. Have the groups locate political cartoons of the day showing opinions about the reform movements of this era. Have the groups determine what or who is shown in each cartoon, the message of each cartoon, and how the words or caption convey the idea. Have the groups use their research to create a political cartoon about a social problem or reform movement occurring in your local community. **US: 2A–C, 4B, 24A–D, 24G; ELA: Gr9/10/11: 13B, 13C, 20B, 21B, 21C**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

### Student Edition TEKS

**ELA: Page 354:** Gr9/10/11: 7E, 8B, 19B, 20B; **Page 355:** Gr9/10/11: 6A, 10B

had the ability to think ahead and make plans to produce the future outcomes they desired.

Ward's ideas came to be known as Reform Darwinism. People, he insisted, had succeeded in the world not because of their ability to compete but because of their ability to cooperate. Ward believed that competition was wasteful and time consuming. Government, he argued, could regulate the economy, cure poverty, and promote education more efficiently than could competition in the marketplace. While some disagreed with Ward's conclusions, others did think that government should do more to solve society's problems. Among these were the people who became reformers in the late 1800s.

**Looking Backward** By the late 1880s, some critics of Social Darwinism and laissez-faire economics had moved to the opposite extreme. In 1888 **Edward Bellamy** published *Looking Backward, 2000–1887*, a novel about a young Bostonian who falls asleep in 1887 and awakens in the year 2000 to find that the United States has become a perfect society with no crime, poverty, or politics. In this fictional society, the government owns all industry and shares the wealth equally with all Americans. Bellamy's ideas were essentially a form of socialism. His book quickly became a bestseller, and although few people were willing to go as far as Bellamy suggested, his ideas, like those of George and Ward, helped to shape the thinking of American reformers in the late 1800s.

**Reading Check** **Describing** What were Lester Frank Ward's views on government?

## Naturalism in Literature

Criticism of industrial society also appeared in literature in a new style of writing known as **naturalism**. Social Darwinists and realists argued that people could control their lives and make choices to improve their situation. Naturalists challenged this idea by suggesting that some people failed in life simply because they were caught up in circumstances they could not control. In other words, leaving society and the economy unregulated did not always lead to the best result. Sometimes people's lives were destroyed through no fault of their own.

Among the most prominent naturalist writers were Stephen Crane, Frank Norris, Jack London, and Theodore Dreiser. Stephen Crane's novel, *Maggie, A Girl of the Streets* (1893), told the story of a girl's descent into prostitution and death. Frank Norris's work, *McTeague* (1899), described how a dentist and



### Picturing History

**Urban Poverty** The impoverished lifestyle of many Americans like this mother and child in Chicago was a growing concern among social reformers. **What organizations were created to help the urban poor?**

his wife are driven mad by greed and violence. Jack London's tales of the Alaskan wilderness demonstrated the power of the natural environment over civilization. Theodore Dreiser's stories, such as *Sister Carrie* (1900), painted a world where people sinned without punishment and where the pursuit of wealth and power often destroyed their character.

**Reading Check** **Describing** How did the beliefs of naturalist writers differ from those of Social Darwinists?

## Helping the Urban Poor

While naturalist writers expressed pessimism about the individual's life in an industrialized world, some critics of industrial society were working for reform. Their reform efforts gave rise to the Social Gospel movement, the Salvation Army and the YMCA, women's clubs, settlement houses, and temperance movements.

**The Social Gospel** From about 1870 until 1920, reformers in the Social Gospel movement worked to better conditions in cities according to the biblical ideals of charity and justice. An early advocate of the Social Gospel, **Washington Gladden**, a minister from Columbus, Ohio, tried to apply what he called "Christian law" to social problems. During a coal strike in 1884, for example, Gladden preached about

## Guided Reading Activity 10–4

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### ★ Guided Reading Activity 10-4

**DIRECTIONS:** Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

- 1. **Main Idea:** The tremendous changes industrialism and urbanization brought about triggered a debate among Americans as to how best to address society's problems.
  - 1. **Detail:** Industrialism made some Americans very wealthy, and it improved the \_\_\_\_\_ for most other Americans as well.
  - 2. **Detail:** Henry George argued that \_\_\_\_\_ was the basis of wealth.
  - 3. **Detail:** Ward insisted that people had succeeded in the world because of their ability to \_\_\_\_\_.
- 2. **Main Idea:** Criticism of industrial society appeared in literature, in a new style of writing known as naturalism.
  - 4. **Detail:** Naturalists suggested that some people failed in life simply because they were \_\_\_\_\_.

**Creating a Profile** Have students choose one of the persons mentioned in this section and write a short biographical profile emphasizing the person's connection to the reform movement.

**L1 US:** 2A–C, 4B, 24A–D, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C

Use the rubric for writing a book review, research report, or handbill on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

### ✓ Reading Check

**Answer:** He believed that government could regulate the economy, cure poverty, and promote education better than could an unregulated economy.

### Picturing History

**Answer:** Salvation Army and YMCA  
**Ask:** **What evidence of poverty can you see in this photograph?** (*worn and dirty clothes, used utensils, grime*)

### ✓ Reading Check

**Answer:** Social Darwinists believed people could make choices to improve their situation; naturalists believed some people failed because they were caught up in circumstances they could not control.

## Student Edition TEKS

**US HISTORY:** Page 354: 2C, 8B, 20A, 24B, 24H; Page 355: 2C, 20A, 25A

## MEETING SPECIAL NEEDS

**Verbal/Linguistic** Have interested students read a book by one of the authors mentioned in the section, such as Stephen Crane, Frank Norris, Jack London, or Theodore Dreiser. Have students write a book report that includes specific examples of the author's naturalist ideas. Encourage students to use short quotes from the work that demonstrate naturalism. **L2 ELA:** Gr9/10/11: 1A, 8C

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

# CHAPTER 10

## Section 4, 353–358


 **Social Studies TAKS** tested at Grades 10/11: ① Obj 3: US2B(11), US2C(11), US21A(11) ② Obj 3: US2C(11), US21A(11)

### What If...

#### Answers:

1. Some students might mention that well-educated people already knew the correct spelling and were not motivated to change.
2. Most students will acknowledge that simplified spellings would help immigrants as well as students learning to spell.

**Researching a Topic** Have students contact a social service agency in your community that provides services for the poor. Instruct students to learn about the agency’s programs and its clients. Ask students to write a short report comparing their findings to the social service organizations that aided the urban poor in the late 1800s. **L2 US: 2C, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 4A–D, 4F, 13B, 13C**

 Use the rubric for writing a book review, research report, or handbill on pages 79–80 in the *Performance Assessment Activities and Rubrics*.

### Student Edition TEKS

**ELA: Page 356:** Gr9/10/11: 8B, 10B; **Page 357:** Gr9/10/11: 8B, 10B; Gr9: 7G; Gr10/11: 7F

the “right and necessity of labor organizations,” despite the fact that his congregation included top officers of the coal company.

**Walter Rauschenbusch**, a Baptist minister who spent nine years serving in a church in one of New York City’s poorest neighborhoods, later led the Social Gospel movement. As he put it, “The Church must either condemn the world and seek to change it, or tolerate the world and conform to it.” Unlike Social Darwinists, Rauschenbusch believed that competition was the cause of many social problems, causing good people to behave badly.

The efforts of leaders like Gladden and Rauschenbusch inspired many organized churches to expand their missions. These churches began to take on community functions designed to improve society. Some of their projects included building gyms and providing social programs and day care. Others focused exclusively on helping the poor.

**The Salvation Army and the YMCA** The combination of religious faith and interest in reform nourished the growth of the Christian Mission, a social

welfare organization first organized in England by a minister named William Booth. Adopting a military-style organization, the group became known as the Salvation Army in 1878. It offered practical aid and religious counseling to the urban poor.

Like the Salvation Army, the Young Men’s Christian Association (YMCA) also began in England. The YMCA tried to help industrial workers and the urban poor by organizing Bible studies, prayer meetings, citizenship training, and group activities. In the United States, YMCAs, or “Ys,” quickly spread from Boston throughout the country. YMCA facilities included libraries, gymnasiums, swimming pools, auditoriums, and low-cost hotel rooms available on a temporary basis to those in need.

**Revivalism and Dwight L. Moody** One prominent organizer of the American YMCA was **Dwight L. Moody**, who was president of the Chicago YMCA in the late 1860s. A gifted preacher and organizer, Moody founded his own church in Chicago, today known as Moody Memorial Church. By 1867 Moody had begun to organize revival meetings in other

### What If...

#### English Spelling Reform Had Been Accepted?

In 1886 the Spelling Reform Association suggested a list of 300 words that it thought needed to be simplified. For example, it recommended spelling “axe” without the silent “e.” The association also asked for more radical changes, such as replacing the “-ed” at the end of past-tense verbs with a “t.” Thus, “kissed” and “missed” would be “kisst” and “misst.” “Thoroughly” would be simplified to “thoroly.”

Although the reforms were not accepted, they received support from such famous people as Mark Twain and President Theodore Roosevelt. After Roosevelt suggested that the Government Printing Office adopt the new spellings, Mark Twain tried to convince the Associated Press news agency to follow along:

“If [you] will adopt and use our simplified forms . . . [W]e shall be rid of . . . pneumonia and . . . pterodactyl, and all those other insane words which no man . . . can try to spell. . . . What is the real function . . . of language? Isn’t it merely to convey ideas and emotions . . . ? [I]f we can do it with words of fonetic brevity and compactness, why keep the present cumbersome forms?”



#### What might have happened?

1. Why do you think these spelling reforms were never accepted?
2. Would English be easier for immigrants to learn and understand if the reforms had been accepted? Why or why not?

### INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Language Arts** Have the language arts teacher present a discussion of realism and naturalism. Ask the teacher to focus on the essential characteristics of each form of literature. Then direct students to write a paragraph demonstrating each style of writing. Have volunteers share their paragraphs with the class without stating the style, and have the class identify the style. **L2 US: 20A–C, 24B, 25B, 25D; ELA: Gr9/10/11: 1A, 1B; Gr9/10: 15B, 16A, 16B, 16D**

## Profiles IN HISTORY

### 1 Booker T. Washington 1856–1915

Born enslaved on a plantation in Virginia, Booker T. Washington spent his childhood working in the coal mines of West Virginia. At age 16 he heard about the Hampton Institute in Virginia, where African Americans could learn farming or a trade. With little money in his pockets, Washington left home and walked nearly 500 miles to the school, where he was able to work as a janitor to pay for his education.



After Washington completed his degree, Hampton hired him as an instructor in 1879. Two years later, Hampton's founder, Samuel Armstrong, asked Washington to organize an agricultural and industrial school for African Americans in Tuskegee, Alabama. The Tuskegee Institute's beginnings were modest. As Washington recalled, it began with 40 students and a "dilapidated shanty." By 1915 the school had over 100 buildings, about 2,000 students, and an endowment of nearly \$2 million. Washington himself became a nationally known spokesperson for the African American community.

### 1 George Washington Carver 1864–1943

At about 10 years of age, George Washington Carver left his home in Missouri and began traveling on his own. He worked as a servant, hotel clerk, laundry worker, and farmhand in order to get a formal education. In 1894 he graduated from the Iowa State College of Agriculture and Mechanical Arts. Two years later, he became the director of agricultural research at the Tuskegee Institute, where he began experimenting with various crops.



To help Southern sharecroppers overcome their problems of depleted soil, poverty, and poor nutrition, Carver urged them to plant peanuts and soybeans. These plants restored the soil's nitrogen while providing extra protein in the farmers' diets. To make peanut farming profitable, Carver developed over 300 industrial uses for peanuts, including flour, inks, dyes, wood stains, soap, and cosmetics. By 1940 his research had made the peanut the South's second most lucrative crop after cotton.

American cities. In 1870 Moody met Ira Sankey, a hymn writer and singer. Together they introduced the gospel hymn into worship services in the United States and Great Britain. Moody's preaching and Sankey's hymns drew thousands of people to revival meetings in the 1870s and 1880s.

2 English classes to hot lunches for factory workers. Their efforts helped shape the social work profession, in which women came to play a major role.

1 **Reading Check** **Summarizing** What were the beliefs of Dwight L. Moody?

1 Moody strongly supported charities that helped the poor, but he rejected both the Social Gospel and Social Darwinism. He believed the way to help the poor was not by providing them with services but by redeeming their souls and reforming their character.

**The Settlement House Movement** In a way, the settlement house movement was an offshoot of the Social Gospel movement. It attracted idealistic reformers who believed it was their Christian duty to improve living conditions for the poor. During the late 1800s, reformers such as **Jane Addams** established **settlement houses** in poor neighborhoods. In these establishments, middle-class residents lived and helped poor residents, mostly immigrants.

2 Addams, who opened the famous Hull House in Chicago in 1889, inspired many more such settlements across the country, including the Henry Street Settlement run by Lillian Wald in New York City. The women who ran settlement houses provided everything from medical care, recreation programs, and

3 **Public Education** As the United States became increasingly industrialized and urbanized, it needed more workers who were trained and educated. The demand for skilled workers led to a much greater focus on building schools and colleges in the late 1800s.

**The Spread of Schools** The number of public schools increased quickly after the Civil War. In 1870 around 6,500,000 children attended school. By 1900 that number had risen to over 17,300,000.

Public schools were often crucial to the success of immigrant children. It was there the children usually became knowledgeable about American culture, a process known as **Americanization**. To assimilate immigrants into American culture, schools taught immigrant children English, American history, and the responsibilities of citizenship. They also tried to instill discipline and a strong work ethic, values considered important to the nation's progress.

## CRITICAL THINKING ACTIVITY

**Comparing** Present the following information to students: In the late 1800s, grade school was synonymous with learning by simple memorization. Virtually everything was drilled into students' minds through endless repetition. All subjects—arithmetic, reading, spelling, and handwriting—were taught in this manner. Ask students to compare the way in which students were taught in the late 1800s with how they themselves learned to read, spell, write, and do math. **L2 US: 24B; ELA: Gr9/10: 16A–E; Gr11: 15A, 15B, 15D, 15E**

## Profiles IN HISTORY

**Background:** The Tuskegee Institute in Alabama is now known as Tuskegee University.

**Ask:** Based on the information presented in the profiles on page 357, how were the early lives of Booker T. Washington and George Washington Carver similar? (They both traveled far from home and worked to put themselves through college.)

### ✓ Reading Check

**Answer:** believed that the way to help the poor was to redeem their souls and reform their character

## 3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7; Gr10/11: 7H**

4 Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

### Reading Essentials and Study Guide 10–4

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**

Chapter 10, Section 4

For use with textbook pages 353–358

**THE REBIRTH OF REFORM**

**KEY TERMS AND NAMES**

**Henry George** a journalist who criticized the effects of industrialization (page 354)

**Lester Frank Ward** a writer who challenged the ideas of Social Darwinism (page 354)

**Edward Bellamy** a writer whose ideas were a form of socialism (page 355)

**naturalism** a new style of writing that suggested that some people failed in life because of circumstances beyond their control (page 355)

**Jane Addams** reformer who established settlement houses (page 357)

**settlement house** residences in poor neighborhoods in which middle-class people lived and helped poor people (page 357)

### Student Edition TEKS

**US HISTORY:** Page 356: 2C, 21A; Page 357: 2C, 21A, 21B, 21D, 24B

# CHAPTER 10

## Section 4, 353–358

### Section Quiz 10–4

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

★ Chapter 10 Score \_\_\_\_\_

**Section Quiz 10-4**  
**DIRECTIONS:** Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

<p><b>Column A</b></p> <ol style="list-style-type: none"> <li>the idea that people succeed in the world not because of their ability to compete, but because of their ability to cooperate</li> <li>Baptist minister and leader in the Social Gospel movement</li> <li>prominent naturalist writer</li> <li>established in poor neighborhoods where middle-class residents lived and helped the poor residents</li> <li>the idea that some people failed in life simply because they were caught up in circumstances they could not control</li> </ol>	<p><b>Column B</b></p> <ol style="list-style-type: none"> <li>naturalism</li> <li>Reform</li> <li>Darwinism</li> <li>settlement houses</li> <li>Stephen Crane</li> <li>Walter Rauschenbusch</li> </ol>
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## FYI

Ungraded schools were common in rural areas. Children from 3 to 18 were often taught in the same classroom.

### Reteach

Have students critique the efforts to help the urban poor. **US:** 21A, 21B, 24B

### Enrich

Have students play the role of a parent living in a rural area or an African American parent during the late 1800s. Have them write a letter to their congressional representative suggesting changes to improve the education system for their children. **US:** 24B, 24G, 25A–D; **ELA:** Gr9/10/11: 1A, 1B

### Reading Check

**Answer:** by teaching English and American values

## 4 CLOSE

Have students pose and answer questions about the methods that social critics advocated to improve society. **US:** 24B



Carnegie Library, Shelbyville, Indiana

technical education in the high schools provided students with skills required in specific trades.

**Expanding Higher Education** Colleges also multiplied in the late 1800s, helped by the Morrill Land Grant Act. This Civil War-era law gave federal land grants to states for the purpose of establishing agricultural and mechanical colleges. By 1900 land-grant colleges were established across the Midwest. The number of students enrolled expanded rapidly in this period. In 1870 around 50,000 students attended college, but by 1890 the number had more than tripled to 157,000.

Traditionally, women's educational opportunities lagged behind men's. Around this time, however, things began to change. The opening of private women's colleges such as Vassar, Wellesley, and Smith, along with new women's colleges on the campuses of Harvard and Columbia Universities, served to increase the number of women attending college.

**Public Libraries** Like public schools, free libraries also made education available to city dwellers. One of the strongest supporters of the public library movement was industrialist Andrew Carnegie, who believed access to knowledge was the key to getting ahead in life. Carnegie donated millions of dollars toward the construction of libraries all across the United States. These libraries, as well as the various educational and social reform movements that arose in the late 1800s, helped people cope with the harsher aspects of a newly industrialized society.

**Reading Check Explaining** How did the United States try to Americanize immigrants?

1 Americanization could also pose a problem for immigrant children, however, because sometimes parents worried that it would make the children forget their own cultural traditions.

2 Not everyone had access to school. In the rush to fund education, cities were way ahead of rural areas. Many African Americans, also, did not have equal educational opportunities. To combat this discrimination, some African Americans started their own schools. The leader of this movement was Booker T. Washington, who founded the Tuskegee Institute in Alabama in 1881.

**Education for the Workplace** City schools helped immigrants assimilate, and they also helped future workers prepare for the jobs they hoped would lift their families out of poverty. The grammar school system in city schools divided students into eight grades and drilled them in timely attendance, neatness, and efficiency—necessary habits for success in the workplace. At the same time, vocational and

### TAKS Practice

## SECTION 4 ASSESSMENT

#### Checking for Understanding

- Define:** naturalism, settlement house, Americanization.
- Identify:** Henry George, Lester Frank Ward, Edward Bellamy, Jane Addams.
- Describe** the way naturalist writers portrayed the fictional characters in their novels.

#### Reviewing Themes

- Individual Action** How did the efforts of Jane Addams and Mary Brewster help poor people in urban areas in the late 1800s?

#### Critical Thinking

- Analyzing** What role do you think the government should play in the economy? Give reasons to support your opinion.
- Categorizing** Complete a chart like the one below by listing names and goals of reform movements that arose in the late 1800s to help the urban poor.

Reform Movement	Goals

#### Analyzing Visuals

- Analyzing Graphs** Examine the graphs on page 354, and then develop a quiz with questions based on specific information found in the graphs. Include at least one broad question about a pattern you see. Give the quiz to some of your classmates.

#### Writing About History

- Descriptive Writing** Take on the role of an immigrant in the late 1800s. Write a diary entry in which you describe your feelings about your children becoming Americanized while attending the local public school.

## SECTION 4 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Henry George (*p.* 354), Lester Frank Ward (*p.* 354), Edward Bellamy (*p.* 355), Jane Addams (*p.* 357)
- as people who failed in life because they were caught up in circumstances beyond their control **US:** 20A
- provided medical care, recreation, English classes, and meals **US:** 21D
- Students' answers will vary but should be supported with facts. **US:** 24B, 24G
- Social Gospel movement tried to better conditions in cities according to biblical ideals of charity and justice, revivalism aimed to help the poor by redeeming their souls, and the settlement house movement focused on improving living conditions of the poor. **US:** 24B, 25C
- Students' quizzes will vary. **US:** 8B, 24H
- Students' diary entries should reflect both positive and negative feelings about Americanization. **US:** 25D

### Student Edition TEKS

**ELA:** Page 358: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 13C, 19B, 20B; Gr9: 7I; Gr10/11: 7H; Page 359: Gr9/10/11: 7A

# Critical Thinking SKILLBUILDER

## Hypothesizing

### Why Learn This Skill?

When you are reading new material, you may often encounter ideas and events that you do not immediately understand. One way to overcome this difficulty is to make educated guesses about what happened.

### Learning the Skill

When you read things that you do not understand, you probably make guesses about what the material means. You may or may not have been able to prove these guesses, but you have taken a step toward deciphering the information. This step is called **hypothesizing**. When you hypothesize, you form one or more hypotheses, which are guesses that offer possible answers to a problem or provide possible explanations for an observation. When hypothesizing, follow these steps.

- 1 • Read the material carefully.
- Ask yourself what the material is actually saying. To do this, try to put the material in your own words.
- Determine what you might logically assume from your guesses. Then form one or more hypotheses.
- Test each hypothesis to determine whether or not it is correct. You can usually do this by asking yourself questions that relate to your hypothesis and then researching the answers.
- Based on your research, determine which hypothesis, if any, provides an explanation for the information that you originally read.

Hypotheses are only preliminary explanations. They must be accepted, rejected, or modified as the problem is investigated. Each hypothesis must be tested against the information gathered. Hypotheses that are supported by evidence can be accepted as explanations of the problem.

### Practicing the Skill

Using the steps just discussed and what you have read in the chapter, test the following hypotheses and determine if they can be supported.

- 1 Most immigrants who came to the United States came in search of work.
- 2 Improved transportation led people to move to urban areas from rural areas.
- 3 The general laissez-faire approach taken by the government toward growing cities was beneficial to businesses and citizens.



Students collaborating

### Skills Assessment

Complete the Practicing Skills questions on page 361 and the Chapter 10 Skill Reinforcement Activity to assess your mastery of this skill.

### Applying the Skill

**Hypothesizing** Reread the passage titled “The Resurgence of Nativism” in Section 1. Using the facts that you are given in these paragraphs, form at least two hypotheses that may explain what is being described. Test each hypothesis, then select the best one. Which hypothesis did you choose? Why?



Glencoe’s **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

## TEACH

**Hypothesizing** Remind students that it is important to test a hypothesis.

Instruct students to look at a newspaper photograph and read the caption without reading the accompanying article. Ask students to develop hypotheses based on the photo and caption. Record the hypotheses on the board. Ask students to read the newspaper article and test the hypotheses. **ELA: Gr9/10/11: 7A**

### Additional Practice

#### Reinforcing Skills Activity 10

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

#### Reinforcing Skills Activity 10

#### Hypothesizing

##### LEARNING THE SKILL

Hypotheses are guesses you may make to make sense of material you don't fully understand. When you hypothesize, you offer possible answers or explanations for a question or problem. As you read material, consider what assumptions or guesses you might be able to make. Form your hypotheses, and test them with research. When you find evidence to support a hypothesis, you have confirmed or proven your explanation.

##### PRACTICING THE SKILL

**DIRECTIONS:** The excerpt below is taken from *How the Other Half Lives*, a book written by Jacob Riis in 1890. Read the section in your text titled *Urban Problems* on page 344, and then read the excerpt below. Use both the text and the excerpt to answer the questions that follow on a separate sheet of paper.

## GLENCOE TECHNOLOGY



**CD-ROM**  
Glencoe Skillbuilder  
Interactive Workbook  
CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

### ANSWERS TO PRACTICING THE SKILL

- 1 Students might say the hypothesis cannot be supported because there are no solid statistics in the text. They might suggest that the hypothesis could be revised to indicate that some immigrants came in search of work.
  - 2 Students might note that transportation is not a reason listed in the text.
  - 3 Students might say that the laissez-faire approach was not beneficial to all citizens.
- Applying the Skill**  
Students' answers will vary. Students should follow the five steps outlined on page 359 as they complete this assignment.



### Student Edition TEKS

**US HISTORY: Page 358:** 8B, 19B, 21A, 21B, 24B, 24G, 24H, 25A, 25C, 25D; **Page 359:** 8B, 24D

**GLENCoe**  
TECHNOLOGY

**MindJogger Videoquiz**

Use the **MindJogger Videoquiz** to review Chapter 10 content.



Available in VHS

**Reviewing Key Terms**

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **steerage** (p. 337)
2. **nativism** (p. 340)
3. **skyscraper** (p. 342)
4. **tenement** (p. 343)
5. **political machine** (p. 345)
6. **party boss** (p. 345)
7. **graft** (p. 345)
8. **philanthropy** (p. 350)
9. **realism** (p. 350)
10. **vaudeville** (p. 352)
11. **ragtime** (p. 352)
12. **naturalism** (p. 355)
13. **settlement house** (p. 357)
14. **Americanization** (p. 357)

US: 25A, 25B; ELA: Gr9/10/11: 6A

**Reviewing Key Facts**

15. Ellis Island (p. 338), Angel Island (p. 339), Louis Sullivan (p. 342), George Plunkitt (p. 345), William M. ("Boss") Tweed (p. 345), Gilded Age (p. 349), Herbert Spencer (p. 349), Lester Frank Ward (p. 354), Jane Addams (p. 357) **US: 21D**
16. organized letter-writing campaigns, petitioned the president, filed suit in federal court **US: 5A; ELA: Gr9/10/11: 10B**
17. set up American Protective Association, set up Working Man's Party of California, worked to get Chinese Exclusion Act passed **US: 5A**
18. congestion, crime, violence, fire, disease, pollution **US: 2B**

CHAPTER  
**10** ASSESSMENT and ACTIVITIES

**Reviewing Key Terms**

On a sheet of paper, use each of these terms in a sentence.

1. **steerage**
2. **nativism**
3. **skyscraper**
4. **tenement**
5. **political machine**
6. **party boss**
7. **graft**
8. **philanthropy**
9. **realism**
10. **vaudeville**
11. **ragtime**
12. **naturalism**
13. **settlement house**
14. **Americanization**

**Reviewing Key Facts**

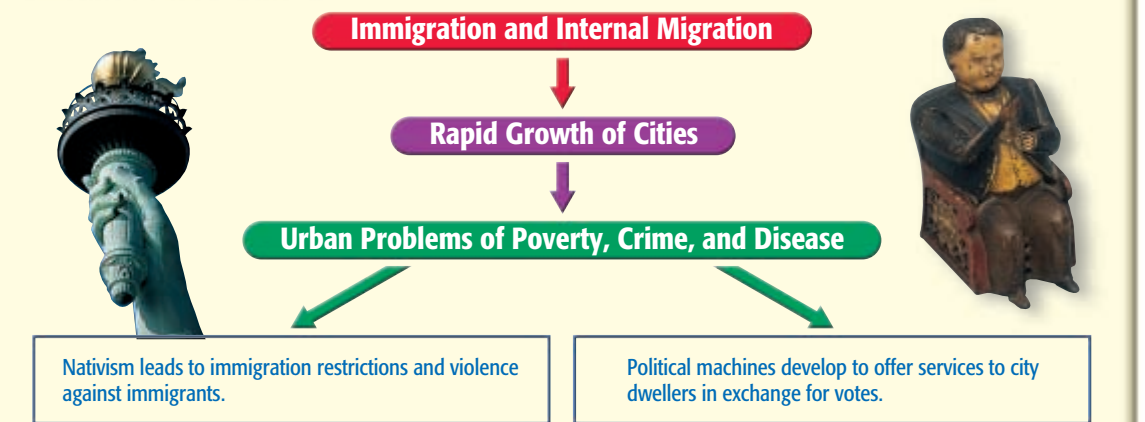
15. **Identify:** Ellis Island, Angel Island, Louis Sullivan, George Plunkitt, William M. ("Boss") Tweed, Gilded Age, Herbert Spencer, Lester Frank Ward, Jane Addams.
16. How did the Chinese in the United States react to the Chinese Exclusion Act of 1882?
17. What attempts did nativist groups make to decrease immigration to the United States in the late 1800s?
18. What problems did cities in the United States face in the late 1800s?
19. What did realist authors such as Mark Twain and Henry James write about?
20. What movements in the late 1800s addressed urban problems?

**Critical Thinking**

21. **Analyzing Themes: Geography and History** What factors led so many people to immigrate to the United States in the late 1800s?
22. **Analyzing** What methods did political machines use to build support in the late 1800s?
23. **Evaluating** Recall the problems facing city dwellers in the late 1800s. What do you think is the biggest problem facing people living in large cities today? How do you think the problem should be solved?
24. **Interpreting Primary Sources** Reaction in the United States to "old" immigration was generally more favorable than reaction to "new" immigration. Some people, however, still favored all immigration. The following excerpt from an 1882 editorial in the *Commercial and Financial Chronicle* addresses the effects of immigration on the nation.

☺☺ In the very act of coming and traveling to reach his destination, he [the immigrant] adds . . . to the immediate prosperity and success of certain lines of business. . . . Not only do the ocean steamers . . . get very large returns in carrying passengers of this description, but in forwarding them to the places chosen by the immigrants as their future homes the railroad companies also derive great benefit and their passenger traffic is greatly swelled. . . .

**Chapter Summary**



19. the world as they saw it **US: 20A**
20. Social Gospel, revivalism, and settlement house movement **US: 2C**

**Critical Thinking**

21. military conscription in their homeland, religious persecution, better job opportunities in the United States **US: 2C, 5A, 24B**

22. They provided housing, jobs, food, heat, and police protection to new immigrants unfamiliar with the United States and its culture. **US: 2A**
23. Students' answers will vary. They should compare and contrast urban problems then and now. **US: 24B**
24. a. positive; b. editorial viewed it positively and focused on economic benefits; nativists opposed immigration and worried about cultural and economic threats **US: 2C, 5A, 24A**

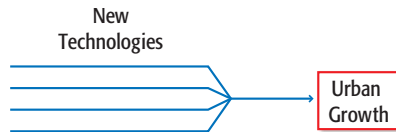


### Self-Check Quiz

Visit the *American Republic Since 1877* Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) and click on **Self-Check Quizzes—Chapter 10** to assess your knowledge of chapter content.

... These immigrants not only produce largely, ... but, having wants which they cannot supply themselves, create a demand for outside supplies. ... Thus it is that the Eastern manufacturer finds the call upon him for his wares and goods growing more urgent all the time, thus the consumption of coal keeps on expanding notwithstanding the check to new railroad enterprises, and thus there is a more active and larger interchange of all commodities. ...

- According to the editorial, what kind of effect did immigration have on the nation's economy?
  - How is the editorial's view of the effects of immigration different from that of the nativists?
25. **Organizing** Complete a graphic organizer similar to the one below by listing the new technologies that contributed to urban growth in the late 1800s.



### Practicing Skills

26. **Hypothesizing** Reread the passage titled "The Spread of Schools" from Section 4. Using the information in this passage, form a hypothesis that describes the availability of education to people during this time. Write your hypothesis down and research the topic. Then state whether or not your hypothesis was correct.

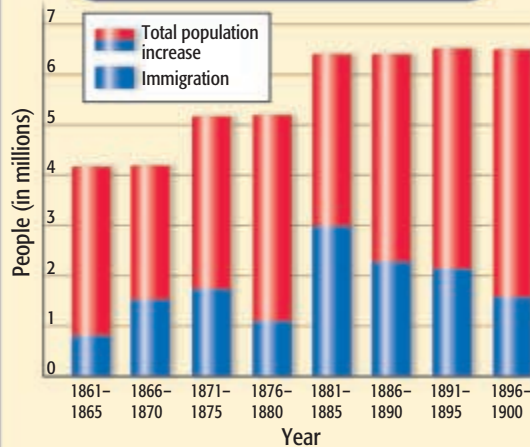
### Writing Activity

27. **Descriptive Writing** Find out about an individual in the 1800s who experienced a "rags-to-riches" success story. You might use one of the business leaders or other individuals discussed in the chapter. Write a brief sketch of the person, describing how he or she became a success.

### Chapter Activity

28. **American History Primary Source Document Library CD-ROM** Read the article "The Need for Public Parks" by Frederick Law Olmsted, under *Reshaping the Nation*. Then work with a partner and create a design for a park that you think would meet the recreational needs of people in your community.

### Immigration's Contribution to Population Growth, 1860–1900



Source: *Historical Statistics of the United States: Colonial Times to 1970.*

### Geography and History

29. The graph above shows how much immigration contributed to population growth in the United States between 1860 and 1900. Study the graph and answer the questions below.
- Interpreting Graphs** By about how much did the population of the United States increase between 1861 and 1900?
  - Understanding Cause and Effect** What is the relationship between immigration and population increase?



**Directions: Choose the best answer to the following question.**

Which of the following concepts is not associated with both Social Darwinism and the Gospel of Wealth?

- Survival of the fittest
- Laissez-faire
- Unregulated competition
- Philanthropy

**Test-Taking Tip:** Read the question carefully. From the wording of the question, you can see that Social Darwinism and the Gospel of Wealth DO have three of these concepts in common. Find the one that is part of only ONE of these philosophies.



Have students visit the Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) to review Chapter 10 and take the Self-Check Quiz.

### Chapter Activity

28. The park designs should consider the needs of various ages and interests. **US:** 25D; **ELA:** Gr9/10/11: 19B, 20B

### Geography and History

29. a. by about 2.5 million;  
b. Immigration played a significant role, especially in the period from 1881 to 1885. **US:** 5A, 8B, 10B, 24H



**Answer: D**

**Test-Taking Tip:** Teachers should tell students that if they are not sure of the answer, they should use the process of elimination. Students should ask themselves if Social Darwinism and the Gospel of Wealth are both associated with the concept of survival of the fittest. The answer is yes, so they can eliminate A. Ask the same question for each possible answer to eliminate B and C. The answer is D. **US:** 25A; **TAKS:** Obj 3

25. skyscrapers, cable cars, elevated railroads, subway systems **US:** 2C, 22A, 25C; **ELA:** Gr9/10/11: 4D, 7D

### Practicing Skills

26. Students' answers will vary. Their hypothesis should be logical; however, it does not have to be correct. Students' research should support or refute their hypothesis. **US:** 24D, 26A

### Writing Activity

27. Students' sketches should include basic biographical facts and some insight into what enabled the person to go from rags to riches. **US:** 24A; **ELA:** Gr9/10/11: 1A, 1B, 4A–C, 4F

### Bonus Question ?

**Ask: What was the only ethnic group to be officially excluded by federal law from immigrating to the United States between 1870 and 1900? (the Chinese)**