

A New Urban Culture

1865–1914

- 1 New Immigrants in a Promised Land
- 2 An Age of Cities
- 3 Life in the Changing Cities
- 4 Public Education and American Culture



Mark Twain

1865

Mark Twain publishes "The Celebrated Jumping Frog of Calaveras County." Twain becomes one of the best-loved American writers.

1873

The first American kindergarten opens in St. Louis.

1886

The Statue of Liberty is dedicated in New York harbor. It becomes a symbol of welcome to new immigrants.



The Statue of Liberty

AMERICAN EVENTS

Presidential Terms:

Andrew Johnson

1865–1869

Ulysses S. Grant

1869–1877

Rutherford B. Hayes

1877–1881

James A. Garfield 1881

Chester A. Arthur

1881–1885

Grover Cleveland

1885–1889

1860

1875

1890

WORLD EVENTS

▲ 1865

The Salvation Army is founded in London.

▲ 1881

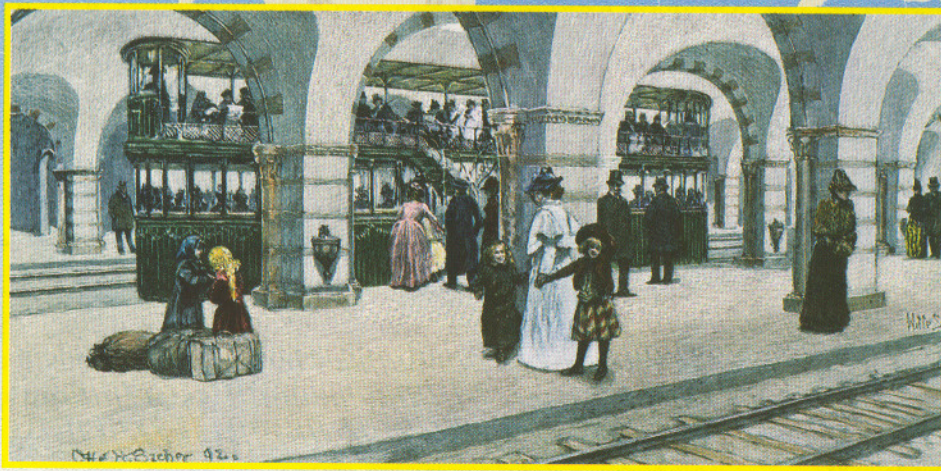
The czar steps up persecution of Russian Jews.

Largest Cities in the United States, 1900

In 1900, there were 32 American cities with populations over 100,000—four times as many as before the Civil War.

Key

- 100,000–500,000 people
- Over 500,000 people



Boston subway station

1891

James Naismith invents basketball.

Benjamin Harrison 1889–1893
Grover Cleveland 1893–1897

1897

The first subway system in the United States opens in Boston.

William McKinley 1897–1901

1910

Angel Island becomes processing center for Asian immigrants.

William H. Taft 1909–1913

Theodore Roosevelt 1901–1909

Woodrow Wilson 1913–1921

1890

1905

1920

▲ 1892

Arthur Conan Doyle publishes *Adventures of Sherlock Holmes*.

▲ 1910

The Mexican Revolution begins.

1 New Immigrants in a Promised Land

BEFORE YOU READ

Reading Focus

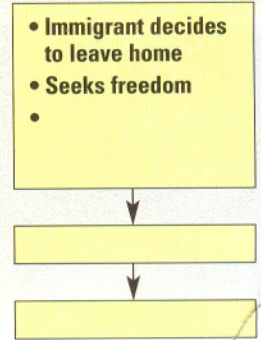
- Why did millions of immigrants decide to make the difficult journey to the United States?
- What problems did the “new immigrants” face in adapting to American life?
- Why were some Americans opposed to increased immigration?

Key Terms

push factor
pull factor
pogrom
steerage
Statue of Liberty
acculturation
nativist
Chinese Exclusion Act

Taking Notes

Copy this flowchart. As you read, fill in the boxes with stages in the process of immigration. The first box has been partly filled in. Add as many boxes as you need.



Main Idea In the late 1800s, millions of “new immigrants” came to the United States in search of economic opportunity and freedom.



Setting the Scene

For millions of immigrants, nothing quite matched their first sight of the “Promised Land”—America. Abraham Cahan, a Lithuanian-born journalist, wrote:

“Imagine a new-born babe in possession of a fully developed intellect. Would it ever forget its entry into the world? Neither does the immigrant ever forget his entry into a country which is, to him, a new world . . . in which he expects to pass the rest of his life.”

—Abraham Cahan, *The Rise of David Levinsky*

Not all immigrants who came to the United States planned to remain. Pulled by the promise of work in industry, many hoped to make their fortunes and return home. But millions did end up staying. As new Americans, they helped to transform the nation.

AS YOU READ

Immigrants in New York

Ask Questions Read the passage by Abraham Cahan. Then, write three questions you would like to ask the immigrants about coming to the United States.

Why Immigrants Came

Between 1865 and 1915, more than 25 million immigrants poured into the United States. They were part of a great network of some 60 million workers in search of jobs in industrial countries. As you have read, an industrial boom had created a huge need for workers.

Both push and pull factors played a part in this global migration. **Push factors** are conditions that drive people from their homes. **Pull factors** are conditions that attract immigrants to a new area.

Push Factors European immigrants were often small farmers or landless farmworkers. As European populations grew, land became scarce. Small farms could barely support the families that worked them. In some areas, new farm machines replaced farmworkers.

Political or religious persecution drove many people from their homes. In Russia, the czar supported **pogroms** (POH grahmz), or

Immigrants: Push and Pull Factors



Push Factors:

- Scarce land
- Farm jobs lost to new machines
- Political and religious persecution
- Revolution
- Poverty and hard lives

Pull Factors:

- Promise of freedom
- Family or friends already settled in the United States
- Factory jobs available

organized attacks on Jewish villages. Persecution and violence also pushed Armenian Christians out of the Ottoman Empire (present-day Turkey).

Political unrest was another push factor. After 1910, a revolution erupted in Mexico. Thousands of Mexicans crossed the border into the southwestern United States.

Pull Factors Industrial jobs were the chief pull factor for immigrants. American factories needed labor. Factory owners sent agents to Europe and Asia to hire workers at low wages. Steamship companies offered low fares for the ocean crossing. Railroads posted notices in Europe advertising cheap land in the American West.

Often, one family member—usually a young, single male—made the trip. Once settled, he would send for family members to join him. As immigrants wrote home describing the “land of opportunity,” they pulled other neighbors from the “old country.” For example, one out of every ten Greeks immigrated to the United States in the late 1800s.

The promise of freedom was another pull factor. Many immigrants were eager to live in a land where police could not arrest or imprison you without a reason and where freedom of religion was guaranteed to all by the Bill of Rights.

A Difficult Journey

Leaving home required great courage. The voyage across the Atlantic or Pacific was often miserable. Most immigrants could afford only the cheapest berths. Shipowners jammed up to 2,000 people in **steerage**, the airless rooms below deck. On the return voyage, cattle or cargo filled the same spaces.

In such close quarters, disease spread rapidly. An outbreak of measles infected every child on one German immigrant ship. The dead were thrown into the water “like cattle,” reported a horrified passenger.

GRAPHIC ORGANIZER

Skills

Push factors drove many people to leave their native countries. Pull factors drew them to the United States.

1. **Comprehension**
Identify one push factor and one pull factor related to economics.
2. **Critical Thinking Linking Past and Present**
Choose one push factor or pull factor listed here. Explain how that factor still brings immigrants to the United States.

On the West Coast After 1910, many Asian immigrants were processed on Angel Island in San Francisco Bay. Because Americans wanted to discourage Asian immigration, new arrivals often faced long delays. One Chinese immigrant scratched these lines on the wall:

“Imprisoned in the wooden building day after day,
My freedom withheld; how can I bear to
talk about it?”

—Anonymous, quoted in *Strangers From a Different Shore* (Takaki)

Despite such obstacles, many Asians were able to make a home in the United States. Like European immigrants in the East, Asians on the West Coast faced a difficult adjustment.

“Old” and “New” Immigrants

Immigration patterns changed in the late 1800s. Most earlier immigrants had been Protestants from Northern and Western Europe. Those from England and Ireland already spoke English. The early wave of English, Irish, Germans, and Scandinavians became known as “old immigrants.” At first, Irish Catholics and other groups faced discrimination. In time, they were drawn into American life.

After 1885, millions of “new immigrants” arrived from Southern and Eastern Europe. They included Italians, Poles, Greeks, Russians, and Hungarians. On the West Coast, a smaller but growing number of Asian immigrants arrived, mostly from China and, later, from Japan. There were also a few immigrants from Korea, India, and the Philippines.

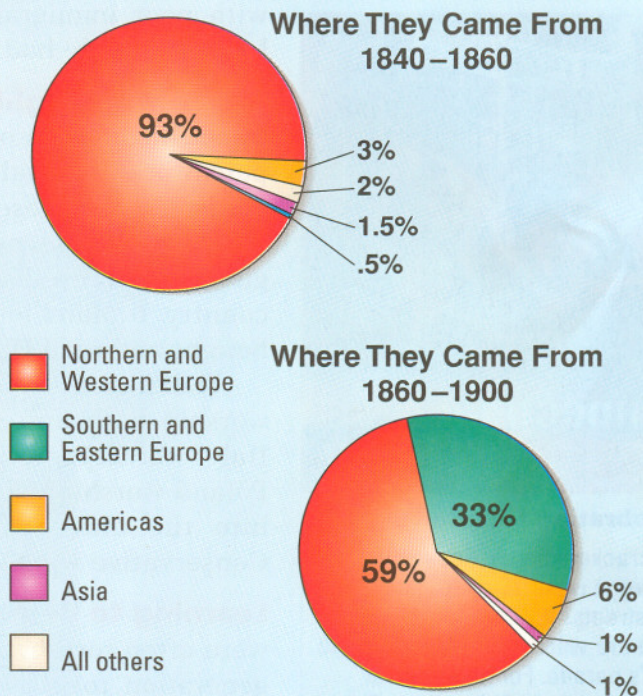
Few of these new immigrants spoke English. Many of the Europeans were Catholic, Jewish, or Eastern Orthodox. Immigrants from Asia might be Buddhist or Daoist. Set apart by language and religion, they found it harder to adapt to a new life.

Adapting to American Life

Many immigrants had heard stories that the streets in the United States were paved with gold. Once they arrived, they had to adjust to reality. “First,” reported one immigrant, “the streets were not paved with gold. Second, they were not paved at all. Third, they expected me to pave them.”

Newcomers immediately set out to find work. European peasants living off the land had had little need for money, but it took cash to survive in the United States. Through friends, relatives, labor contractors, and employment agencies, the new arrivals found jobs.

The New Immigrants

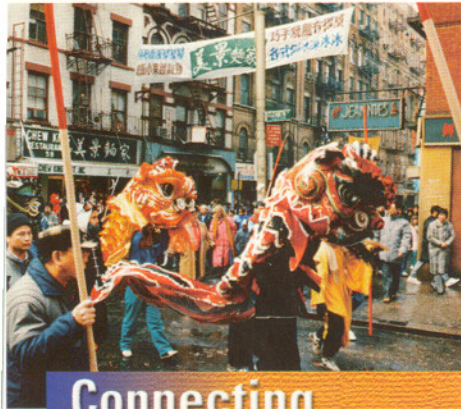


GRAPHIC ORGANIZER

Skills

In the late 1800s, patterns of immigration to the United States began to shift.

- Comprehension** What percentage of immigrants came from Eastern and Southern Europe between 1840 and 1860? Between 1860 and 1900?
- Critical Thinking Drawing Inferences** Why would many immigrants who arrived between 1860 and 1900 find it harder to adapt than did earlier immigrants?



Connecting to Today

Celebrating Our Heritage

Firecrackers boom. Rockets flare. A dragon is snaking through the city streets! What is going on?

You are watching a Chinese New Year's parade. For hundreds of years, people in China shot off fireworks when the new year began. Today, the custom is alive and well in the United States.

Other immigrants also brought their holiday traditions to the United States. Irish Americans march in St. Patrick's Day parades. Italian Americans enjoy outdoor food festivals on the Feast of Saint Anthony. Mexican Americans mark Cinco de Mayo with parades, barbecues, and music. And you don't have to be Chinese, Irish, Italian, or Mexican to join in the fun.

In what other ways do Americans celebrate their ethnic heritage?

Most immigrants stayed in the cities where they landed. Cities were the seat of industrial work. City slums soon became packed with poor immigrants. By 1900, one neighborhood on New York's lower east side had become the most crowded place in the world.

Immigrant Neighborhoods Immigrants eased into their new lives by settling in their own neighborhoods. Large American cities became patchworks of Italian, Irish, Polish, Hungarian, Greek, German, Jewish, and Chinese neighborhoods.

Within these neighborhoods, newcomers spoke their own language, celebrated special holidays, and prepared foods as in the old country. Italians joined clubs such as the Sons of Italy. Hungarians bought and read Hungarian newspapers.

Religion stood at the center of immigrant family life. Houses of worship both united and separated ethnic groups. Catholics from Italy worshipped in Italian neighborhood parishes. Those from Poland worshipped in Polish parishes. Jewish communities divided into the older Orthodox or Reform branches and the newer Conservative wing.

Learning to Be American As newcomers struggled to adjust, they were often torn between old traditions and American ways. The first generation to arrive acculturated. **Acculturation** is the process of holding on to older traditions while adapting to a new culture. Immigrants learned how to use American institutions such as schools, factories, and the political system. At the same time, they tried to keep their traditional religions, family structures, and community life.

In their effort to adapt, immigrants blended old and new ways. For example, some newcomers mixed their native tongues with English. Italians called the Fourth of July "Il Forte Gelato," a phrase that actually means "the great freeze." In El Paso, Texas, Mexican immigrants developed *Chuco*, a blend of English and Spanish.

Children adapted to the new culture more quickly than their parents. They learned English in school and then helped their families to speak it. Because children wanted to be seen as Americans, they often gave up customs that their parents honored. They played American games and dressed in American-style clothes.

Nativists Oppose Immigration

Even before the Civil War, Americans known as **nativists** sought to limit immigration and preserve the country for native-born white Protestants. As immigration boomed in the late 1800s, nativist feelings reached a new peak.

Nativists argued that immigrants would not fit into American culture because their languages, religions, and customs were too different. Many workers resented the new immigrants because they took jobs for low pay. Others feared them because they were different. One magazine described all immigrants as "long-haired, wild-eyed, bad-smelling, atheistic, reckless foreign wretches, who never did an honest hour's work in their lives."

Wherever new immigrants settled, nativist pressure grew. Nativists targeted Jews and Italians in the Northeast and Mexicans

in the Southwest. On the West Coast, nativists worked to end immigration from China.

Chinese Exclusion Since the California Gold Rush, Chinese immigrants had helped build the West. Most lived in cities, in tight-knit communities called “Chinatowns.” Others farmed for a living.

Most Americans did not understand Chinese customs. Also, some Chinese did not try to learn American ways. Like many other immigrants, they planned to stay only until they made a lot of money. They hoped to then return home, to live out their lives as rich and respected members of Chinese society. When that dream failed, many Chinese settled in the United States permanently.

As the numbers of Chinese grew, so did the prejudice and violence against them. Gangs attacked and sometimes killed Chinese people, especially during hard times.

Congress responded to this anti-Chinese feeling by passing the **Chinese Exclusion Act** in 1882. It barred Chinese laborers from entering the country. In addition, no Chinese person who left the United States could return.

The Chinese Exclusion Act was the first law to exclude a specific national group from immigrating to the United States. Congress renewed the original 10-year ban several times. It was finally repealed in 1943.

Restricting Immigration In 1887, nativists formed the American Protective Association. The group campaigned for laws to restrict immigration. Congress responded by passing a bill that denied entry to people who could not read their own language.

President Grover Cleveland vetoed the bill. It was wrong, he said, to keep out peasants just because they had never gone to school. Three later Presidents vetoed similar bills. Finally, in 1917, Congress overrode President Woodrow Wilson’s veto, and the bill became law.

AFTER
YOU
READ

Section 1 Assessment

Recall

1. **Identify** Explain the significance of (a) Statue of Liberty, (b) Ellis Island, (c) Angel Island, (d) Chinese Exclusion Act.
2. **Define** (a) push factor, (b) pull factor, (c) pogrom, (d) steerage, (e) acculturation, (f) nativist.

Comprehension

3. Describe two push factors and two pull factors for immigration.
4. (a) Where did the new immigrants come from? (b) What problems did they face adjusting to life in the United States?

5. Why did nativists resent and distrust the new immigrants?

Critical Thinking and Writing

6. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, write a letter from an immigrant explaining your hopes and fears.
7. **Identifying Points of View** Write 2 or 3 sentences describing the process of acculturation from the viewpoint of immigrant parents. Then, write 2 or 3 sentences describing the same process from the children’s viewpoint.

ACTIVITY



Take It to the NET Connecting to Today

Choose one of the groups of new immigrants mentioned in this section. Use the Internet to find out how that group helped shape modern American life and culture. Use your findings to give an oral report or create a poster. Visit *The American Nation* section of www.phschool.com for help in completing the activity.

2 An Age of Cities

**BEFORE
YOU
READ**

Reading Focus

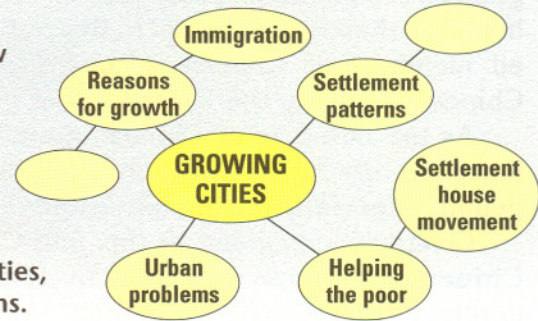
- Why did cities experience a population explosion?
- How did city settlement patterns change?
- How did settlement house workers and other reformers work to solve city problems?


Key Terms

urbanization
tenement
building code
Social Gospel
Salvation Army
Young Men's Hebrew Association
settlement house
Hull House

Taking Notes

Copy the concept web below. As you read, fill in the blank ovals with information about the growth of American cities. Add as many ovals as you need.



 **Main Idea** Vast numbers of people migrated to cities, changing urban landscapes and creating new problems.



**AS YOU
READ**

The Chicago Fire

Draw Inferences What conditions allowed the Chicago Fire to spread so rapidly?

Setting the Scene “The dogs of hell were upon the housetops . . . bounding from one to another,” wrote Chicago journalist Horace White. He watched in horror as flames engulfed his city:

“Billows of fire were rolling over the business palaces of the city and swallowing their contents. Walls were falling so fast that the quaking of the ground under our feet was scarcely noticed.”

—Horace White, Report to the *Cincinnati Commercial*, October 14, 1871

Fires were a constant danger in cities. Still, Americans agreed that they had never seen anything like the great Chicago Fire of 1871. Whipped by strong, dry winds, the blaze raced across the city, sometimes faster than a person could run. It killed nearly 300 people, left almost 100,000 homeless, and destroyed the entire downtown. Covered with factory grease and oil, even the Chicago River caught fire.

Yet, from the ashes, a new city rose. By the end of the century, Chicago was the fastest growing city in the world, with a population of over one million. Other American cities also underwent rapid population growth. For new and old Americans alike, the golden door of opportunity opened into the city.

Urban Populations Boom

“We cannot all live in cities,” declared newspaper publisher Horace Greeley, “yet nearly all seem determined to do so.” **Urbanization**, the movement of population from farms to cities, began slowly in the early 1800s. As the nation industrialized, the pace quickened. In 1860, only one American in five lived in a city. By 1890, one in three did.

Jobs drew people to cities. As industries grew, so did the need for workers. New city dwellers took jobs in steel mills, meatpacking

plants, and garment factories. Others worked as salesclerks, waiters, barbers, bank tellers, and secretaries.

Immigrants and In-migrants The flood of immigrants swelled city populations. So, too, did migrations from farm to city within the country. As the frontier closed, fewer pioneers went west to homestead. In fact, many Americans left farms and migrated to cities to find a better life. One young woman summed up the feelings of many farmers toward their backbreaking work:

“If I were offered a deed to the best farm . . . on the condition of going back to the country to live, I would not take it. I would rather face starvation in town.”

—quoted in *The Good Old Days—They Were Terrible!*
(Bettmann)

African Americans Move to Cities African Americans, too, sought a better life in the cities. Most lived in the rural South. When hard times hit or prejudice led to violence, some headed to northern cities. By the 1890s, the south side of Chicago had a thriving African American community. Detroit, New York, Philadelphia, and other northern cities also had growing African American neighborhoods. The migration to the north began gradually, but increased rapidly after 1915.

As with overseas immigration, black migration usually began with one family member moving north. Later, relatives and friends followed. Like immigrants from rural areas in Europe, many African Americans faced the challenge of adjusting to urban life.

Patterns of City Settlement

Cities grew outward from their old downtown sections. Before long, many cities took on a similar shape.

The Urban Poor Poor families crammed into the city’s center, the oldest section. They struggled to survive in crowded slums. The streets were jammed with people, horses, pushcarts, and garbage.

Because space was so limited, builders devised a new kind of house to hold more people. They put up buildings six or seven stories high. They divided the buildings into small apartments, called **tenements**. Many tenements had no windows, heat, or indoor bathrooms. Often, 10 people shared a single room.

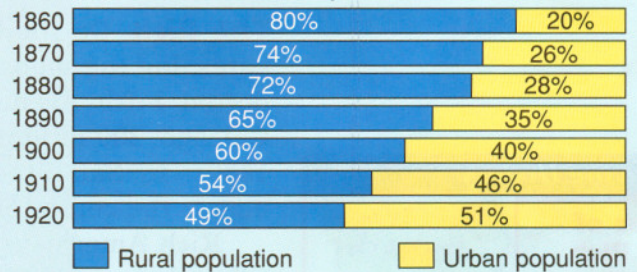
Crowding increased as factory owners moved into the city centers to take advantage of low rents and cheap labor. They took over buildings for use as factories, thus forcing more and more people into fewer and fewer apartments.

The Growth of Cities

Population Growth in Ten Selected Cities

City	Population in 1870	Population in 1900
New York	1,478,103	3,437,202
Chicago	298,977	1,698,575
Philadelphia	674,022	1,293,697
St. Louis	310,864	575,238
Boston	250,526	560,892
San Francisco	149,473	342,782
New Orleans	191,418	287,104
Denver	4,759	140,472
Los Angeles	5,728	104,266
Memphis	40,226	102,647

Rural and Urban Population in the United States, 1860–1920



Sources: *Historical Statistics of the United States* and *Statistical Abstract of the United States*

GRAPHIC ORGANIZER

Skills

The population of American cities grew rapidly after the Civil War.

- Comprehension**
Between 1870 and 1900, which cities more than doubled in population?
- Critical Thinking Making Generalizations**
Based on the bar graph, make one generalization about changes in the population of the United States.

Typhoid and cholera raged through the tenements. Tuberculosis, a lung disease, was the biggest killer, accounting for thousands of deaths each year. Babies, especially, fell victim to disease. In one Chicago slum, around 1900, more than half of all babies died before they were one year old. Despite the poor conditions, the populations of slums grew rapidly.

The Urban Middle Class Beyond the slums stood the homes of the new middle class, including doctors, lawyers, business managers, skilled machinists, and office workers. Rows of neat houses lined tree-shaded streets. Here, disease broke out less frequently than in the slums.

Leisure activities gave middle-class people a sense of community and purpose. They joined clubs, singing societies, bowling leagues, and charitable organizations. As one writer said, the clubs “bring together many people who are striving upward, trying to uplift themselves.”

The Rich On the outskirts of the city, behind brick walls or iron gates, lay the mansions of the very rich. In New York, huge homes dotted Fifth Avenue, which was then on the city’s outskirts. In Chicago, 200 millionaires lived along the exclusive lakefront by the 1880s. In San Francisco, wealthy residents built their mansions nearer the center of the city, in the exclusive Nob Hill area.

Rich Americans modeled their lives on European royalty. They filled their mansions with priceless artwork and gave lavish parties. At one banquet, the host handed out cigarettes rolled in hundred-dollar bills.

Viewing History

Lives of the Rich and Poor



These two photographs show the contrasting lives of families in New York City. The tenement family (left) lived near the center of the city. Wealthier families, like the one at right, lived closer to the outskirts.

Contrasting From these pictures, identify three differences between the lives of these two families.

Solving City Problems

As more and more people crowded into cities, problems grew. Garbage rotted in the streets. Factories polluted the air. Crime flourished. Thieves and pickpockets haunted lonely alleys, especially at night.



Tenement buildings were deathtraps if a fire broke out. News reporter Jacob Riis brought readers into the tenements in his startling expose, *How the Other Half Lives*. He wrote:

“ Step carefully over this baby—it is a baby, spite of its rags and dirt—under these iron bridges called fire-escapes, but loaded down . . . with broken household goods, with washtubs and barrels, over which no man could climb from a fire.”

—Jacob Riis, *How the Other Half Lives*

Urban Reforms By the 1880s, reformers pressured city governments for change. **Building codes** set standards for construction and safety. New buildings were required to have fire escapes and decent plumbing. Cities also hired workers to collect garbage and sweep the streets. To reduce pollution, zoning laws kept factories out of neighborhoods where people lived.

Safety improved when cities set up professional fire companies and police forces. Gas—and later electric—lights made streets less dangerous at night. As you will read, many cities built new systems of public transportation as well.

Pushed by reformers, city governments hired engineers and architects to design new water systems. New York City, for example, dug underground tunnels to the Catskill Mountains, 100 miles to the north. The tunnels brought a clean water supply to the city every day.

Religious Organizations Help the Poor Religious groups worked to ease the problems of the poor. The Catholic Church ministered to the needs of Irish, Polish, and Italian immigrants. An Italian-born nun, Mother Cabrini, helped found dozens of hospitals for the poor.

In cities, Protestant ministers began preaching a new **Social Gospel**. They called on their well-to-do members to do their duty as Christians by helping society's poor. One minister urged merchants and industrialists to pay their workers enough to enable them to marry and have families. He also proposed that they grant their workers a half day off on Saturdays.

In 1865, a Methodist minister named William Booth created the **Salvation Army** in London. It expanded to the United States by 1880. In addition to spreading Christian teachings, the Salvation Army offered food and shelter to the poor.

In Jewish neighborhoods, too, religious organizations provided community services. The first **Young Men's Hebrew Association** (YMHA) began in Baltimore in 1854. The YMHA provided social activities, encouraged good citizenship, and helped Jewish families preserve their culture. In the 1880s, the Young Women's Hebrew Association (YWHA) grew out of the YMHA.

The Settlement House Movement

Some people looked for ways to help the poor. By the late 1800s, individuals began to organize **settlement houses**, community centers that offered services to the poor. The leading figure of the settlement house movement was a Chicago woman named Jane Addams.



Visualize Form a mental image of the scene described by Jacob Riis. Describe two additional things that you see or hear.

An American Profile



Jane Addams 1860–1935

Jane Addams developed her strong sense of duty early. Her father, a wealthy abolitionist, taught her that people should respect others and live moral lives. She also learned to value education. She wanted to become a doctor, but her own poor health ended that dream.

Recovering from an illness, Jane Addams traveled to Europe in 1888. There, she visited a settlement house in London. She and a friend decided to create such a place in Chicago. She devoted the rest of her life to making a better life for the poor.

How did Jane Addams's life reflect the values taught to her by her father?

Hull House Addams came from a well-to-do family but had strong convictions about helping the poor. After college, she moved into one of the poorest slums in Chicago. There, in an old mansion, she opened a settlement house, named **Hull House**, in 1889.

Other idealistic young women soon joined Addams. They took up residence in Hull House so that they could experience firsthand some of the hardships of the slum community in which they worked. These women dedicated their lives to service and to sacrifice—“like the early Christians,” in the words of one volunteer.

Hull House volunteers offered a wide variety of services. To help immigrants acculturate, they taught classes in American government and the English language. Other volunteers gave instruction in health care or operated day nurseries for children whose mothers worked outside the home. In addition, Hull House provided recreational activities for young people, such as sports, a choral group, and a theater.

Over the years, the settlement house movement spread. By 1900, about 100 such centers had opened in cities across the United States.

Pressing for Reform Addams and her staff were an important influence in bringing about reform legislation. They studied the slum neighborhoods where they worked and lived. They realized that the problems were too big for any one person or group, and they urged the government to act.

Alice Hamilton, a Hull House doctor, campaigned for better health laws. Florence Kelley worked to ban child labor. Jane Addams herself believed that reform legislation would be speeded if women were allowed to vote. She joined the continuing campaign for women’s suffrage.

**AFTER
YOU
READ**

Section 2 Assessment

Recall

1. **Identify** Explain the significance of (a) Mother Cabrini, (b) Social Gospel, (c) Salvation Army, (d) Young Men’s Hebrew Association, (e) Jane Addams, (f) Hull House.
2. **Define** (a) urbanization, (b) tenement, (c) building code, (d) settlement house.

Comprehension

3. Why did American cities grow rapidly in the late 1800s?
4. Describe the settlement pattern of a typical American city.
5. (a) Identify two problems of growing cities. (b) How did

reformers work to ease these problems?

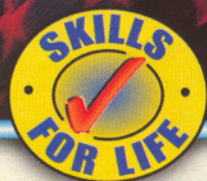
Critical Thinking and Writing

6. **Exploring the Main Idea**
Review the Main Idea statement at the beginning of this section. Then, draw a two-column chart. In the left column, list reasons for moving to the city from a poor farm. In the right column, list reasons for staying on the farm.
7. **Linking Past and Present**
Write a paragraph comparing some of the problems faced by city dwellers in the late 1800s with problems faced by city dwellers today.

ACTIVITY

Writing a Proposal

You want to start a settlement house in a major American city in the late 1800s. Outline a proposal asking a wealthy contributor or a charity for funds to help you get started. Explain what services you plan to offer and how you will use the money.

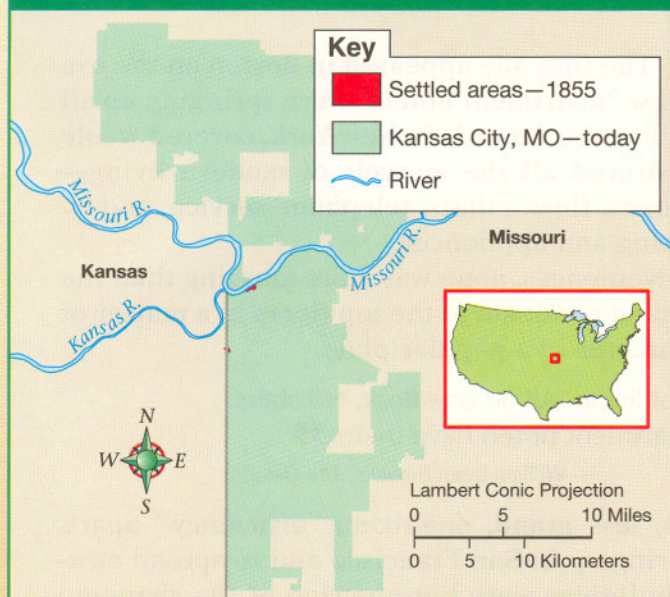


Comparing Maps Over Time

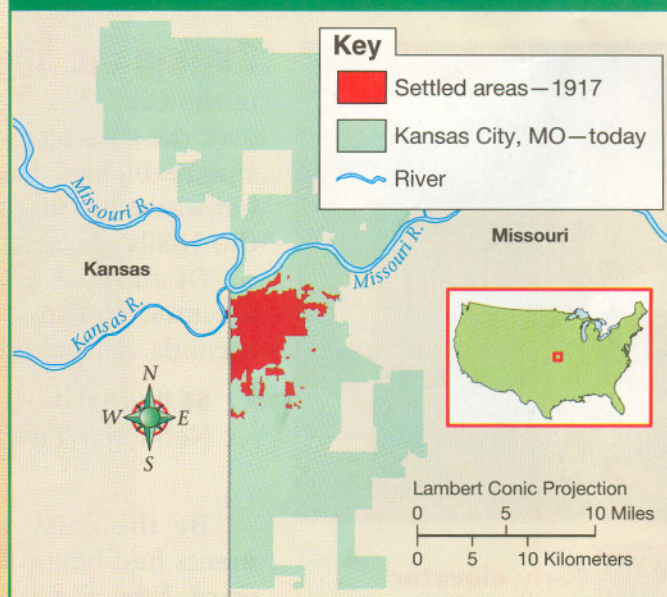
History is the story of changes over time. By comparing maps from different time periods, you can see how historical changes affected a country, state, or city. The two maps below show settled areas (with at least one house per acre) in Kansas City, Missouri, at different times.

As a nation constantly on the move, Americans traveled West to build new lives. Small farm settlements became cities. Eventually, many cities—including Pittsburgh, Cincinnati, St. Louis, Louisville, Memphis, and St. Paul—appeared. Among the new crop of cities was the Town of Kansas, which became a city in 1853.

Kansas City, 1855



Kansas City, 1917



Learn the Skill To learn to compare maps, use the following steps:

1. **Check the subject and area shown on each map.** What do the title and labels tell you? Is the same area shown on each map?
2. **Study the map key.** Determine what symbols are used to present specific information.
3. **Compare the maps.** Use the data on the maps to make comparisons and note changes over time.
4. **Interpret the maps.** Think over what you already know about this period. Draw conclusions or make predictions.

Practice the Skill Use the two maps above to answer the following questions:

1. (a) What area is shown on both maps? Are they the same? (b) What is the date of each map?
2. (a) Do the two map keys give the same information? (b) What do their colors represent?
3. (a) Which were the settled areas in Kansas City in 1855? (b) How do the settled areas in 1917 differ from those in 1855?
4. (a) Based on the evidence shown on the maps, what conclusion can you reach about Kansas City during this time? (b) What changes would you expect to see on a later map of the same area?

Apply the Skill See the Chapter Review and Assessment.

3 Life in the Changing Cities

BEFORE YOU READ

Reading Focus

- How did the building boom affect city life?
- Why were sports so popular?
- What forms of entertainment did city dwellers enjoy?

Key Terms

skyscraper
 suburb
 department store
 vaudeville
 ragtime

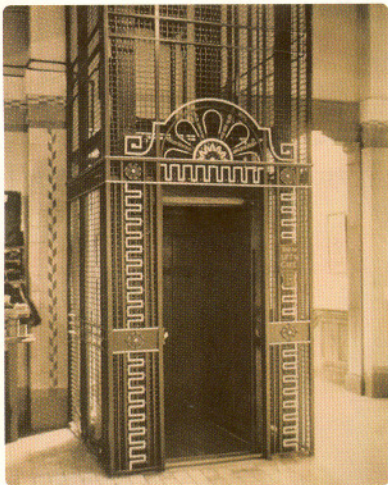
Taking Notes

Copy the table below. As you read, fill in the boxes with additional information about changes in city life.

CHANGING LANDSCAPE	NEW ACTIVITIES
<ul style="list-style-type: none"> • Skyscrapers • Streetcars • • 	<ul style="list-style-type: none"> • Baseball • • •



Main Idea A building boom, new technology, and new leisure activities changed the way city dwellers lived.



AS YOU READ

Early elevator

Use Prior Knowledge

What other inventions from 1865–1915 have you learned about that might affect how people lived in cities?

Setting the Scene The first one appeared in Boston on the eve of the Civil War. Soon new “apartment hotels” were springing up all over the country. Some, like the Ansonia in New York, covered whole square blocks. They featured all the marvels of modern living—hot-water heating, kitchens, flush toilets, telephone service, and by the 1880s, electric lighting and appliances.

Of all these new conveniences, none was more amazing than the elevator. Elevators whisked residents to the top floors in a matter of seconds. Raved one character in a popular play:

“It’s the ideal way of living. All on one floor. No stairs. Nothing. All these apartment hotels have them.”

—William Dean Howells, *The Elevator*

By the early 1900s, less grand, one-room, “efficiency” apartments had begun to spring up in San Francisco and to spread eastward. New apartment buildings were but one sign of the changing landscape of American cities.

A Building Boom

A building boom changed the face of American cities. Cities like Chicago and New York gradually began to run out of space in their downtown areas. Resourceful city planners and architects decided to build up instead of out.

Building Upward After fire leveled downtown Chicago in 1871, planners tried out many new ideas as they rebuilt the city. Using new technology, they designed **skyscrapers**, tall buildings with many floors supported by a lightweight steel frame. The first skyscraper, only nine stories tall, was built in Chicago in 1885. As technology improved, builders competed to raise taller and taller skyscrapers.

Newly invented electric elevators, like those installed in larger apartment buildings, carried residents and workers to upper floors.

Elevators moved so quickly, according to one rider, that “the passenger seems to feel his stomach pass into his shoes.”

Moving People As skyscrapers crowded more people into smaller spaces, they added to a growing problem: traffic. Downtown streets were jammed with horse-drawn buses, carriages, and carts.

Electricity offered one solution. Frank Sprague, an engineer from Richmond, Virginia, designed the first electric streetcar system in 1887. Streetcars, or trolleys, were fast, clean, and quiet. Many trolley lines ran from the center of a city to the outlying countryside, creating the first suburbs. A **suburb** is a residential area on or near the outskirts of a city.

Other cities built steam-driven passenger trains on overhead tracks. In 1897, Boston built the first American subway, or underground electric railway. Subways and elevated railroads carried workers rapidly to and from their jobs.

Some cities needed ways to move masses of people across rivers or bays. In 1874, James B. Eads designed and built a three-arched bridge across the Mississippi River at St. Louis. The Eads Bridge was more than a quarter of a mile long. Nine years later, New York City completed the Brooklyn Bridge linking Manhattan Island and Brooklyn. Over a mile long, it contained a footpath and two railroad lines. The bridge was soon carrying 33 million people a year.

Public Parks While cities grew up and out, some planners wanted to preserve open spaces. They believed that open land would calm busy city dwellers.

In the 1850s, landscape architect Frederick Law Olmsted planned spacious Central Park in New York City. Other cities followed this model. They set aside land for public parks that contained zoos and gardens, so that city people could enjoy green grass and trees during their leisure time.

Shopping Shopping areas also got a new look. In the past, people had bought shoes in one store, socks in another, and dishes in a third. The new **department stores** sold all kinds of goods in different sections or departments.

In New York, R. H. Macy opened a nine-story department store in 1902. Its motto stated, “We sell goods cheaper than any house in the world.” Soon, other cities had department stores. Shopping became a popular pastime. People browsed through each floor, looking at clothes, furniture, and jewelry. On the street, “window-shoppers” paused to view elaborate displays behind enormous new plate-glass windows.

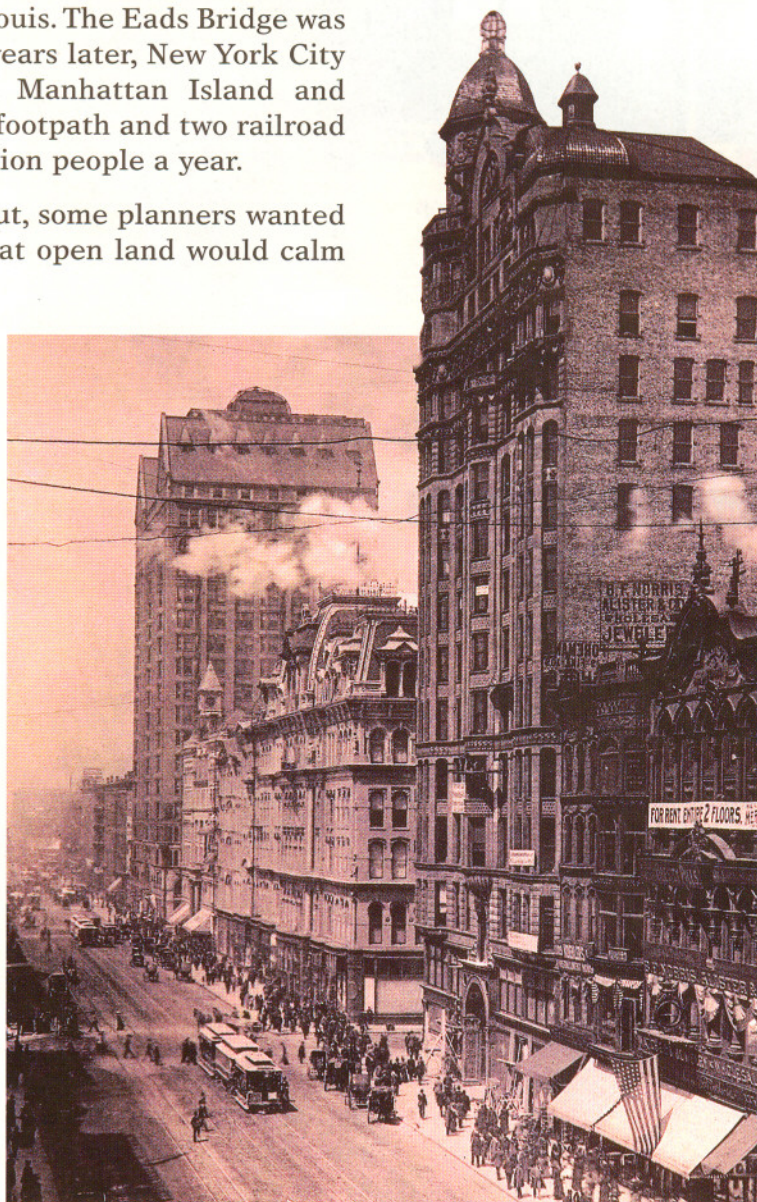
Viewing History

A Street in Chicago



This photograph shows State Street in Chicago in the 1890s. Among the buildings shown here is Marshall Field's, Chicago's largest department store.

Applying Information Review the subsection *A Building Boom*. What other new features of cities can you identify in this photograph?





Americans at Play

The rise of the factory split the worlds of work and play more sharply than ever. With less chance to socialize on the job, there was more interest in leisure. Sports provided a great escape from the pressures of work.

“Play Ball!” Baseball was the most popular sport in the nation. The game was first played in New York. During the Civil War, New York soldiers showed other Union troops how to play. By the 1870s, several cities had professional baseball teams and the first professional league was organized.

Early baseball was somewhat different from today’s game. Pitchers threw underhanded. Catchers caught the ball after one bounce. Fielders did not wear gloves. As a result, high scores were common. One championship baseball game ended with a score of 103 to 8!

At first, African Americans played professional baseball. In time, though, the major leagues barred black players. In 1885, Frank Thompson organized a group of waiters into one of the first African American professional teams, the Cuban Giants of Long Island. They took the name “Cuban,” not because they were from Cuba, but in hopes that all-white teams might be willing to play them.

Viewing History

The Days of Vaudeville

Audiences loved the ridiculous costumes and rowdy horseplay of comics such as Weber and Fields (top). A vaudeville program, or “bill,” might also include a magician, an animal act, or even dancing “drummer girls” (bottom). **Drawing Conclusions** Why might sight gags and physical humor be popular with immigrant audiences?



Football Football grew out of European soccer, which Americans had played since colonial times. Early football called for lots of muscle and little skill. On every play, the opposing teams crashed into each other like fighting rams. The quarterback ran or jumped over the tangle of bodies.

Players did not wear helmets and were often hurt. In 1908 alone, 33 college football players died from injuries. Some colleges banned the sport or drew up stricter rules of play for the game.

Basketball In 1891, James Naismith invented basketball. Naismith taught physical education at a Young Men’s Christian Association (YMCA) in Springfield, Massachusetts. He wanted a sport that could be played indoors in winter. He nailed two bushel baskets to the gym walls. Players tried to throw a soccer ball into the baskets.

Basketball caught on quickly. It spread to other YMCAs and then to schools and colleges around the country.

A New World of Theater and Music

By the late 1800s, American cities supported a wide variety of cultural activities. Talented immigrants contributed to a new world of music and theater.

Music and other kinds of entertainment brought Americans together. People from different cultures sang the same songs and enjoyed the same shows. As railroads grew, circuses, acting companies, and “Wild West” shows toured the country. These traveling groups helped spread American culture beyond the cities to the small towns.

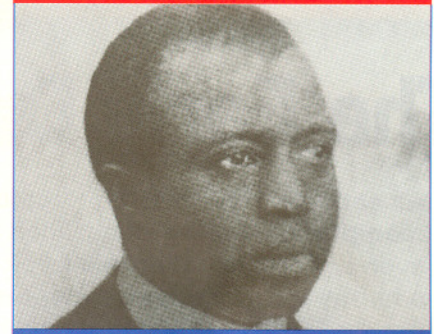
Variety Shows Many large cities organized symphony orchestras and opera companies. Generally, only the wealthy attended the symphony or the opera. For other city dwellers, an evening out often meant a trip to a vaudeville house. **Vaudeville** (VAWD vihl) was a variety show that included comedians, song-and-dance routines, and acrobats.

Vaudeville provided opportunities for people from many ethnic backgrounds, such as Irish American dancer-singer George M. Cohan and Jewish comedians like the Marx Brothers. Will Rogers, a performer of Cherokee descent, was one of the best-loved entertainers in the nation. Wearing a cowboy hat and twirling a rope, Rogers used gentle wit to comment on American life. “Everybody is ignorant,” he said, “only on different subjects.”

Popular Music Songwriters produced many popular tunes, such as “Shine On, Harvest Moon.” Later, Thomas Edison’s phonograph sparked a new industry. By 1900, millions of phonograph records had been sold.

Ragtime was a new kind of music with a lively, rhythmic sound. Scott Joplin, an African American composer, helped make ragtime popular. His “Maple Leaf Rag” was a nationwide hit.

In towns and cities, marching bands played the military music of John Philip Sousa. Sousa wrote more than 100 marches, including “The Stars and Stripes Forever.” His marches became favorites at Fourth of July celebrations.



Scott Joplin 1868–1917

Growing up in Texas, Scott Joplin showed his musical talent at an early age. He was a fine singer and a skilled pianist. From his piano teacher, a German immigrant, Joplin learned to love classical music.

Joplin’s popular rags combined bouncy ragtime rhythms with elements of European music. He wrote a textbook about ragtime, hoping that it would be recognized as a form of serious music. He even wrote ballets and operas, but they were rarely performed. Today, Joplin is most widely honored as the “King of Ragtime.”

Why do you think Joplin wanted to use ragtime to write ballets and operas?

**AFTER
YOU
READ**

Section 3 Assessment

Recall

- Identify** Explain the significance of (a) Frank Sprague, (b) Frederick Law Olmstead, (c) R. H. Macy, (d) James Naismith, (e) Will Rogers, (f) Scott Joplin, (g) John Philip Sousa.
- Define** (a) skyscraper, (b) suburb, (c) department store, (d) vaudeville, (e) ragtime.

Comprehension

- How did new technology change the face of American cities? Give three examples.
- What sports became popular in the late 1800s?

- How did entertainment unite Americans?

Critical Thinking and Writing

- Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, list what you think were the three most important developments mentioned in this section. Give reasons for your ranking.
- Identifying Causes and Effects** Write one sentence explaining the cause-and-effect relationship between population growth and the development of the skyscraper.

ACTIVITY

Designing a Poster

With a partner, create an illustrated poster advertising one of the following: the opening of a new subway or bridge, a new department store, a sporting event, a vaudeville show.

The Early Days of Baseball

As early as the American Revolution, George Washington's men played a game they called Base Ball. Not until 1834, however, did someone write a book of rules. At first, baseball was a hobby for those wealthy enough to have afternoons free. But by 1900, baseball had become "the national pastime."

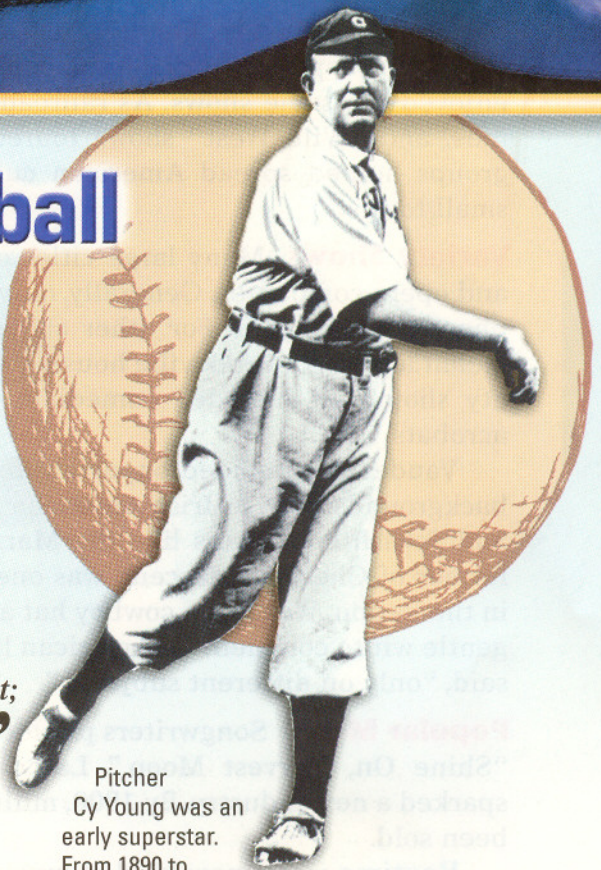
Written in 1888, "Casey at the Bat" is one of the most popular American poems. It shows the devotion that fans felt toward home team heroes like the mighty Casey.

**“Oh! Somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light.
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville—mighty Casey has Struck Out.”**

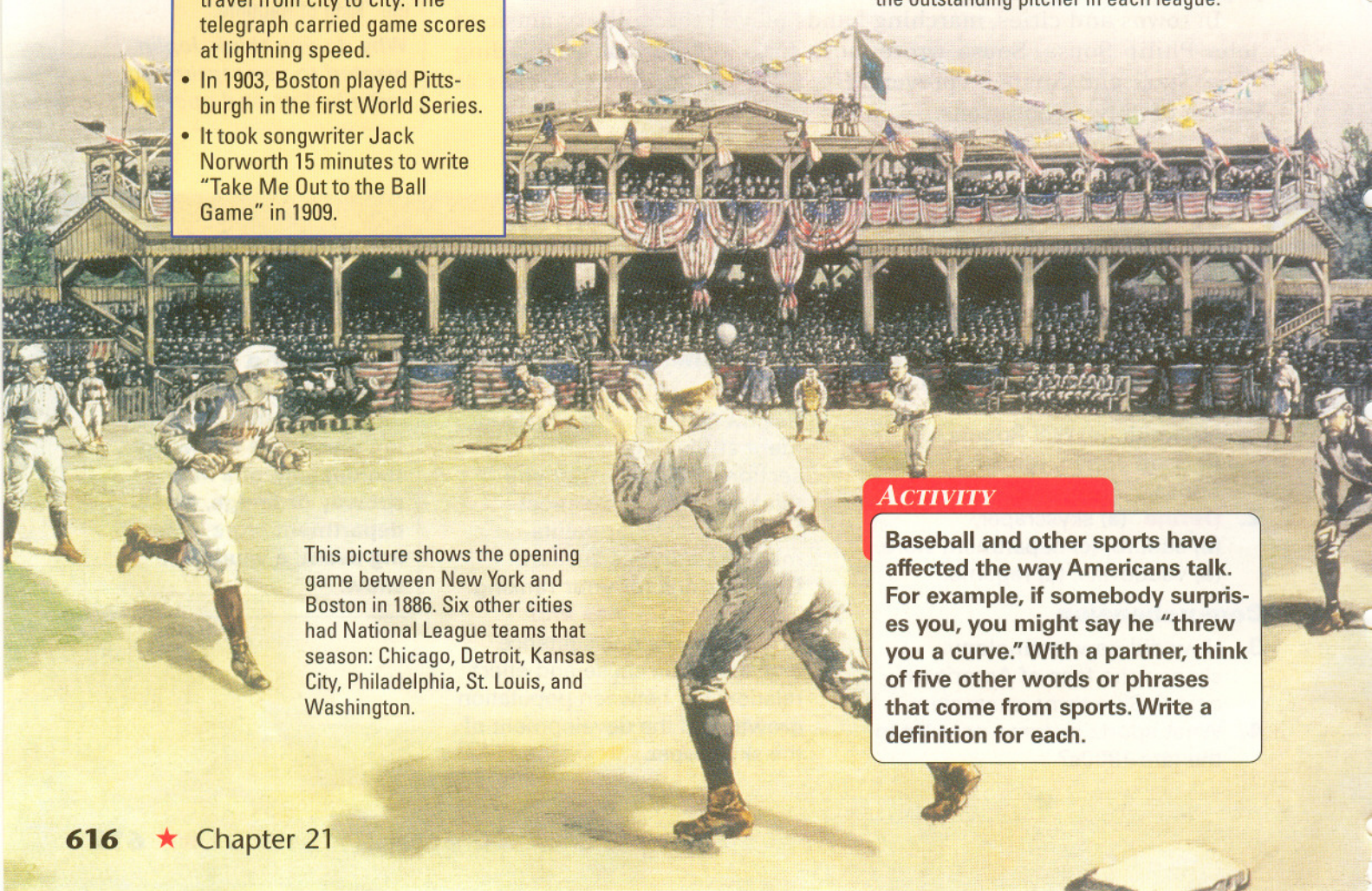
—Ernest Thayer, "Casey at the Bat"

Fast Facts

- Technology helped baseball grow more popular. Railroads made it easier for teams to travel from city to city. The telegraph carried game scores at lightning speed.
- In 1903, Boston played Pittsburgh in the first World Series.
- It took songwriter Jack Norworth 15 minutes to write "Take Me Out to the Ball Game" in 1909.



Pitcher
Cy Young was an early superstar. From 1890 to 1911, he won 511 games out of 749. Today, the Cy Young Award is given to the outstanding pitcher in each league.



This picture shows the opening game between New York and Boston in 1886. Six other cities had National League teams that season: Chicago, Detroit, Kansas City, Philadelphia, St. Louis, and Washington.

ACTIVITY

Baseball and other sports have affected the way Americans talk. For example, if somebody surprises you, you might say he "threw you a curve." With a partner, think of five other words or phrases that come from sports. Write a definition for each.

4 Public Education and American Culture

BEFORE YOU READ

Reading Focus

- How did public education grow after the Civil War?
- How did newspapers, magazines, and dime novels reflect changes in reading habits?
- Why did writers and painters turn to everyday life for subjects?

Key Terms

compulsory education
parochial
Chautauqua Society
yellow journalism
dime novel
realist
local color

Taking Notes

As you read, prepare an outline of this section. Use roman numerals to indicate the major headings, capital letters for the subheadings, and numbers for the supporting details. The sample at right will help you get started.

- I. Educating Americans
 - A. Public schools
 1. First kindergartens
 - 2.
 - B. The school day
 - 1.
 - 2.
- II. Newspaper Boom
 - A.
 - B.



Main Idea The growth of public education was closely linked to other changes in American culture.

Setting the Scene The city of St. Louis tried a novel experiment in 1873. Following the lead of schools in Germany, the city opened the first American kindergarten. Children as young as three and four would be brought to school for part of the day. There, gentle teachers would help them to express themselves and learn to reason through songs, stories, and games. Educators believed that such creative play would give youngsters a head start on their education.

At the same time, children learned how to behave. Kindergartens taught cleanliness, politeness, and obedience. As public education spread, schools became centers of both learning and discipline.

Educating Americans

Before 1870, fewer than half of American children went to school. Many who did attended one-room schoolhouses, with only one teacher. Often, several students shared a single book.

Public Schools As industry grew, the nation needed an educated work force. As a result, states improved public schools at all levels. By 1900, there were 4,000 kindergartens across the nation.

In the North, most states passed **compulsory education** laws that required children to attend school, usually through sixth grade. In the South, which had no tradition of public schools, the Freedmen's Bureau had built grade schools for both African American and white students. By 1900, most southern schools were segregated.

In cities such as Boston and New York, public schools taught English to young immigrants. Children also learned about the duties and rights of citizens. In the 1880s, Catholics became worried that public schools stressed Protestant teachings. They opened their own **parochial**, or church-sponsored, schools.

The School Day The typical school day lasted from 8:00 A.M. to 4:00 P.M. Pupils learned the "three Rs": reading, 'riting, and 'rithmetic. Students memorized and recited passages from the most widely



AS YOU READ

Kindergarten class Find Main Ideas

What were the main goals of kindergartens?



Viewing History

A City Newsboy

Introduced in 1895, the Yellow Kid (left) became the first popular comic strip character. Here, the Kid encourages other boys to sell the *New York Journal*.

Drawing Conclusions Why might selling newspapers on the street be an appealing job for young city boys?



used textbook, *McGuffey's Eclectic Reader*. With titles like “Waste Not, Want Not,” the poems and stories taught not only reading but also religion, ethics, and values.

Schools emphasized discipline and obedience. Students had to sit upright in their seats, often with their hands folded in front of them. Punishment was swift and severe—a cuff on the head for whispering, or a paddling for arriving late.

Higher Learning After the Civil War, many cities and towns built public high schools. By 1900, there were 6,000 high schools in the country. Higher education also expanded. New private colleges for both women and men opened. Many states built universities that offered free or low-cost education.

To help meet the need for trained workers, the Chicago Manual Training School opened in 1884. It offered courses in “shop work,” such as electricity and carpentry, as well as in a few academic subjects. Soon, most public schools in the nation had programs to prepare students for jobs in business and in industry.

Family Learning In 1874, a Methodist minister opened a summer school for Bible teachers along Lake Chautauqua in New York. The next year, the camp was opened to the general public. Mostly middle-class men and women of all ages gathered at Chautauqua each summer. In addition to receiving spiritual guidance, they enjoyed lectures about art, politics, philosophy, and other subjects.

In 1903, the **Chautauqua Society** began to send out traveling companies. Before long, Chautauquas were reaching as many as 5 million people in 10,000 American towns every year.

A Newspaper Boom

“Read all about it!” cried newsboys on city street corners. As education spread, people read more, especially newspapers. The number of newspapers grew dramatically. By 1900, half the newspapers in the world were printed in the United States.

The newspaper boom was linked to the growth of cities. In towns and villages, neighbors shared news face to face. In the crowded and busy cities, people needed newspapers to stay informed.

Newspapers reported on major events of the day. Most of them featured stories about local government, business, fashion, and sports. Many immigrants learned to read English by spelling their way through a daily paper. They also learned about American life.

Two Newspaper Giants Joseph Pulitzer, a Hungarian immigrant, created the first modern, mass-circulation newspaper. In 1883, Pulitzer bought the *New York World*. He set out to make it lively and “truly democratic.” To win readers, Pulitzer slashed prices and added comic strips. Pictures and bold “scare” headlines attracted reader attention. The *World* splashed crimes and political scandals across its front page.

William Randolph Hearst challenged Pulitzer. Hearst’s *New York Journal* began to outdo the *World* in presenting scandals, crime stories, and gossip. Critics complained that the papers offered less news and more scandal every day. They coined the term **yellow journalism** for the sensational reporting style of the *World* and the *Journal*.

Women as Readers and Reporters Newspapers competed for women readers. They added special sections on fashion, social events, health, homemaking, and family matters. Newspapers rarely pushed for women’s rights, however. Most were afraid to take bold positions that might anger some readers.

A few women worked as reporters. Nellie Bly of the *World* pretended to be insane in order to find out about treatment of the mentally ill. Her articles about cruelty in mental hospitals led to reforms.

New Reading Habits

Americans also read more books and magazines. New printing methods lowered the cost of magazines. Magazines also added eye-catching pictures to attract readers.

Each magazine had its special audience. *The Ladies’ Home Journal* appealed mostly to middle-class women. By 1900, it had one million readers. Other magazines, such as *Harper’s Monthly* and *The Nation*, specialized in politics or current events.

Low-priced paperbacks, known as **dime novels**, offered thrilling adventure stories. Many told about the “Wild West.” Young people loved dime novels, but parents often disapproved. “Stories for children used to begin, ‘Once upon a time . . .,’ a critic complained. “Now they begin, ‘Vengeance, blood, death,’ shouted Rattlesnake Jim.”

Horatio Alger wrote more than 100 dime novels for children. Most told of poor boys who became rich and respected through hard work, luck, and honesty. “Rags-to-riches” stories offered the hope that even the poorest person could succeed in the United States.

New American Writers

In the 1880s, a new crop of American writers appeared. For the first time, Americans were reading more books by American authors than by British authors.



Primary Source

Rags to Riches

Paul the Peddler is a typical Horatio Alger story. Below, Alger describes the book’s hero:

“ . . . He knew there were plenty of ways in which he could earn something. He had never tried [shining shoes], but still he could do it in case of emergency. He had sold papers, and succeeded fairly [well] in that line, and knew he could again. He had pitted himself against other boys, and the result had been to give him a certain confidence in his own powers and business abilities. . . .

Paul had learned to rely upon himself; [and] the influence of a good, though humble, home, and a [wise] mother had kept him aloof from the bad habits into which many street boys are led.”

—Horatio Alger, *Paul the Peddler*

Analyzing Primary Sources
Based on this passage, what qualities and values would help Paul succeed?



Viewing History

A Realist Painting

Philadelphia painter

Thomas Eakins

often depicted sports scenes. This 1873 painting, *The Biglin Brothers Racing*, shows two famous rowers of the time. **Drawing**

Conclusions How would his study of anatomy have helped Eakins create this painting?



Realists One group of writers, called **realists**, tried to show the harsh side of life as it was. Many realists had worked as newspaper reporters. They had seen poverty and wanted to make people aware of the costs of urbanization and industrial growth.

Stephen Crane was best known for his Civil War novel, *The Red Badge of Courage*. Crane also wrote about the shattered lives of young city slum dwellers in novels like *Maggie: A Girl of the Streets*. Jack London, born in California, wrote about miners and sailors on the West Coast who put their lives at risk in backbreaking jobs.

Kate Chopin found an audience in women's magazines for her short stories about New Orleans life. Chopin's stories showed women breaking out of traditional roles.

Paul Laurence Dunbar was the first African American to make a living as a writer. He wrote poems, such as "We Wear the Mask," in a serious, elegant style. In other poems, he used everyday language to express the feelings of African Americans of the time.

Mark Twain The most famous and popular author of this period was Mark Twain, the pen name of Samuel Clemens. Twain had his first success in 1865 with his comical short story "The Celebrated Jumping Frog of Calaveras County."

Like many other writers, Twain used local color to make his stories more realistic. **Local color** refers to the speech and habits of a particular region. Twain captured the speech patterns of southerners who lived and worked along the Mississippi River.

In novels like *Huckleberry Finn*, Twain used homespun characters to poke fun at serious issues. Huck, a country boy, and Jim, an escaped slave, raft down the Mississippi River together in the days before the Civil War. Huck comes to respect Jim and to view slavery as wrong. Here, Huck talks about Jim's love for his family:

“He was saying how the first thing he would do when he got to a free state he would go to saving up money, . . . and when he got enough he would buy his

wife, which was owned on a farm close to where Miss Watson lived; and then they would both work to buy the two children, and if their master wouldn't sell them, they'd get an Ab'litionist to go and steal them.”

—Mark Twain, *The Adventures of Huckleberry Finn*

Although *Huckleberry Finn* became a classic, some schools and libraries refused to buy the book. They claimed that Huck was a crude character who would have a bad influence on “our pure-minded lads and lasses.”

Painting Everyday Life

Like writers of the period, many artists sought to capture local color and the gritty side of modern life. In the late 1800s, leading artists painted realistic everyday scenes.

During the Civil War, Winslow Homer drew scenes of brutal battles for magazines. Later, he gained fame for realistic paintings of the New England coast. Thomas Eakins learned anatomy and dissected dead bodies to be able to portray the human form accurately. Many of his paintings depicted sports scenes or medical operations. Henry Tanner, an African American student of Eakins, won fame for pictures of black sharecroppers. Later, Tanner moved to Paris to enjoy greater freedom.

Other American artists preferred to work in Europe, too. James Whistler left Massachusetts for Paris and London. His use of color and light influenced young European artists. Mary Cassatt (kuh SAT) also carved out a place for herself in the French art world. Cassatt painted bright, colorful scenes of people in everyday situations, especially mothers with their children.

AS YOU READ

Use Prior Knowledge

How does this passage show the use of local color? How does it reflect what you know about slavery before the Civil War?

AFTER YOU READ

Section 4 Assessment

Recall

- Identify** Explain the significance of (a) Chautauqua Society, (b) Joseph Pulitzer, (c) William Randolph Hearst, (d) Horatio Alger, (e) Stephen Crane, (f) Kate Chopin, (g) Paul Laurence Dunbar, (h) Mark Twain, (i) Thomas Eakins, (j) Mary Cassatt.
- Define** (a) compulsory education, (b) parochial, (c) yellow journalism, (d) dime novel, (e) realist, (f) local color.

Comprehension

- How did American education change in the late 1800s?

- Why did the number of American newspapers grow rapidly?
- Identify three themes explored by realists in literature or art.

Critical Thinking and Writing

- Exploring the Main Idea** Review the Main Idea statement and the Setting the Scene story at the beginning of this section. Then, write a paragraph explaining the connection between education and new reading habits.
- Supporting a Point of View** Write a letter to Pulitzer or Hearst. Explain your views on his methods to increase newspaper circulation.

ACTIVITY



Take It to the NET

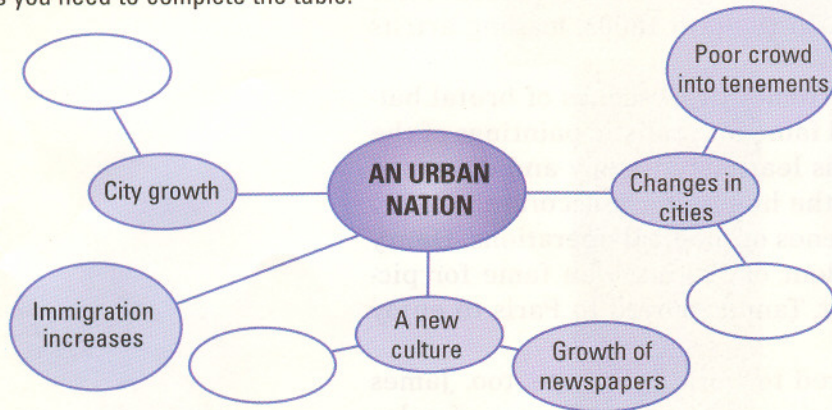
Writing a Museum

Guide Use the Internet to find other examples of American painting from 1865–1915. Choose one work, and prepare a write-up that might appear in a museum guide. Include the title, artist, and date, plus a description of the subject matter. Visit *The American Nation* section of www.phschool.com for help in completing the activity.

Review and Assessment

CREATING A CHAPTER SUMMARY

Copy the concept web below. Fill in the blank ovals with important facts and developments relating to the growth of cities. Add as many ovals as you need to complete the table.



For additional review and enrichment activities, see the interactive version of *The American Nation*, available on the Web and on CD-ROM.



Take It to the NET

Chapter Self-Test For practice test questions for Chapter 21, visit *The American Nation* section of www.phschool.com.

Building Vocabulary

Use the chapter vocabulary words listed below to create a crossword puzzle. Exchange puzzles with a classmate. Complete the puzzles, and then check each other's answers.

- | | |
|------------------|-----------------------|
| 1. push factor | 6. skyscraper |
| 2. pull factor | 7. suburb |
| 3. acculturation | 8. vaudeville |
| 4. urbanization | 9. ragtime |
| 5. tenement | 10. yellow journalism |

Reviewing Key Facts

- Describe immigrant neighborhoods in American cities. (Section 1)
- Why did cities set up building codes? (Section 2)
- What services did religious organizations provide for the urban poor? (Section 2)
- How did city planners deal with traffic problems? (Section 3)
- How did schools prepare people for jobs in business and industry? (Section 4)

Critical Thinking and Writing



- Connecting to Geography: Regions** For each of the following factors, write a sentence explaining how it influenced the development of different neighborhoods within American cities: (a) ethnic makeup, (b) economic level, (c) transportation.
- Sequencing** Place the following developments in logical sequence: American cities boom, city governments do not provide adequate services, immigrants book passage on steamships, reforms help cities work better, peasants in Europe and Asia face economic hardships. Write a paragraph explaining how each development contributed to the next.
- Making Decisions** If you had been a city planner, would you have favored using city land and money to build public parks? List pros and cons. Then, explain your decision.
- Synthesizing Information** Make a diagram showing how the building of tenements, improvements in public education, and the move toward realism in literature were all linked to industrial growth.

SKILLS ASSESSMENT

Analyzing Primary Sources

Mary Antin, a Russian Jewish immigrant, came to the United States in 1890. Here, she speaks of the opportunities in her new home:

“Education was free. That subject my father had written about repeatedly, as comprising his chief hope for us children, the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty. It was the one thing that he was able to promise us when he sent for us; surer, safer than bread or shelter. . . . No application made, no questions asked, no examinations, rulings, exclusions. . . . The doors stood open for every one of us.”

—Mary Antin, *The Promised Land*

20. (a) Why do you think Antin's father wanted to take his family out of Russia? (b) Who came to the United States first? Why?
21. How do Antin and her father value wealth in comparison to education?
22. (a) Why do you think immigrants valued education so highly? (b) Do you think Americans value education in the same way today? Why or why not?

ACTIVITIES

Connecting With . . . Culture

Planning a Story With a partner, outline the plot for a “rags-to-riches” story like those written by Horatio Alger. Your main character is a young immigrant or a farmer who comes to live in the city in the late 1800s. Consider your character's hardships and how he or she becomes successful.



Take It to the NET

Connecting to Today

Comparing News Media Today, most newspapers operate their own Web sites. Use the Internet to find the Web site for a local newspaper. Compare the Web site with an edition of the newspaper. Then, write a letter to the editor explaining which is the best method for citizens to stay informed and why. For help in starting this activity, visit *The American Nation* section of www.phschool.com.

Researching

Preparing a News Report Use the Internet to find out more about the Chicago Fire of 1871. Then, with a small group, prepare a news report on the fire. Focus on the causes of the fire and its impact on the city. Include interviews with witnesses and an editorial on what the city should do in the future. Visit *The American Nation* section of www.phschool.com for help in completing this activity.

APPLYING YOUR SKILLS

Comparing Maps Over Time

Eastern American Cities, 1870



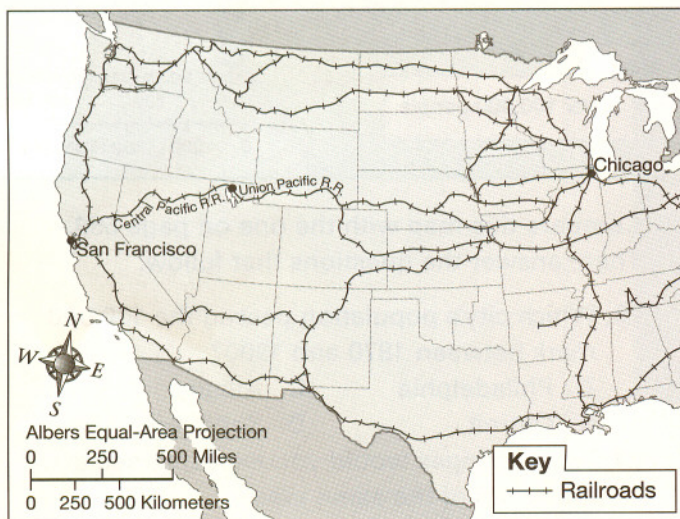
Compare this map with the one on page 599. Then, answer the questions that follow.

23. Which city's population passed the 100,000 mark between 1870 and 1900?
A Philadelphia C Albany
B Detroit D Baltimore
24. What changes would you expect to see on a later map of the same area?

TEST PREPARATION

- 1 Which urban innovation was most closely linked to the growth of suburbs?
- A Apartment buildings
 - B Streetcars
 - C Skyscrapers
 - D Department stores

Use the map **and** your knowledge of social studies to answer the following question.



- 2 Which of the following questions would this map not help you answer?
- A Where was the first transcontinental railroad completed?
 - B What railroad routes could a company use to ship goods from the Pacific Ocean to the Great Lakes?
 - C What geographic obstacles did western railroad builders have to overcome?
 - D What was the length of the shortest railway route from Chicago to San Francisco?

- 3 Which statement is true of both the Knights of Labor and the American Federation of Labor?
- A It officially supported the use of strikes.
 - B It was open to both skilled and unskilled workers.
 - C Its goals included a shorter workday.
 - D Its goals included equal pay for men and women.

- 4 Which of the following was not a goal of the Populist party?
- A Free silver
 - B Regulation of railroad rates
 - C Open immigration
 - D An income tax

Use the quotations **and** your knowledge of social studies to answer the following question.

John H. Vincent, 1886 [adapted]

“No man has a right to neglect his personal education, whether he be prince or plowboy.”

“All knowledge, religious or worldly, is sacred.”

“Between the ages of 20 and 80 lie a person’s best educational opportunities.”

- 5 The quotations most closely reflect the goals of what movement?
- A The Chautauqua movement
 - B The settlement house movement
 - C The kindergarten movement
 - D The Social Gospel movement



Use the table **and** your knowledge of social studies to answer the following question.

United States Patents,
1861–1900

Five-Year Periods	Number of Patents
1861–1865	20,725
1866–1870	58,734
1871–1875	60,976
1876–1880	64,462
1881–1885	97,156
1886–1890	110,358
1891–1895	108,420
1896–1900	112,188

Source: *Historical Statistics of the United States*

- 6 Which statement is best supported by the table?
- A The number of patents issued increased steadily from the Civil War to 1900.
 - B More patents were issued in 1880 than in 1870.
 - C More patents were issued between 1886 and 1895 than between 1876 and 1885.
 - D The average number of patents issued every year between 1891 and 1895 was 10,842.
- 7 Which of the following would be an example of vertical integration?
- A The owner of an oil refinery buys up oil-drilling operations.
 - B The owner of a railroad buys up other railroads.
 - C A banker loans capital to two different copper-mining companies.
 - D Three different steel companies are run by the same board of directors.

- 8 In which of the following pairs was the first event a direct cause of the second?
- A Spread of the Ghost Dance; Chivington Massacre
 - B Destruction of the buffalo; Battle of Little Bighorn
 - C Fort Laramie treaty; end of warfare between whites and Indians
 - D Discovery of gold in Black Hills; Sioux War
- 9 “The large mass of illiterate immigrants . . . is a menace, socially, industrially, and politically.” Who would have been most likely to agree with this statement?
- A Jane Addams
 - B A member of the American Protective Association
 - C An immigration official at Ellis Island
 - D Joseph Pulitzer

Writing Practice

- 10 “On balance, the rapid growth of industry in the late 1800s was beneficial to the nation.” List two facts that support this statement. Then, explain whether you agree or disagree and why.
- 11 How were the reasons that settlers moved to the western frontier in the late 1800s similar to or different from the reasons that immigrants came to the United States?