# Chapter 20 Planning Guide

## Immigrants and Urban Life

### Overview

**CHAPTER 20**

**Essential Question:** How did immigration during the late 1800s affect the United States?

### Instructional Resources

**TOS Differentiated Instruction Teacher Management System:**
- Instructional Pacing Guides
- Lesson Plans for Differentiated Instruction

**Guided Reading Workbook**

**Chapter Resource File:**
- Focus on Writing Activity: A Memo
- Social Studies Skills Activity: Making Comparisons
- Chapter Review Activity

**Experiencing American History**

**Multimedia Connections:**
- Ellis Island
- Student Edition on Audio CD Program
- Differentiated Instruction Modified Worksheets and Tests CD-ROM
- Interactive Skills Tutor CD-ROM
- Primary Source Library CD-ROM for United States History
- Power Presentations with Media Gallery
- Video: Arrival at Ellis Island

### Section 1:

**A New Wave of Immigration**

**The Big Idea:** A new wave of immigration in the late 1800s brought large numbers of immigrants to the United States.

**TOS**

**Differentiated Instruction Teacher Management System:** Section 1 Lesson Plan

**Guided Reading Workbook:** Section 20.1

**Chapter Resource File:**
- Vocabulary Builder Activity, Section 1
- History and Geography: Patterns of Immigration
- Primary Source Activity: Immigrant’s First-Person Account

**Daily Bellringer Transparency:** Section 20.1

**Video:** Angel Island: Ellis Island of the West

**Animated History:** Ellis Island

**Internet Activity:** Asian Immigrant Experience

**PASS:** Section Quiz 20.1

**Online Quiz:** Section 20.1

**Alternative Assessment Handbook**

### Section 2:

**The Growth of Cities**

**The Big Idea:** American cities experienced dramatic expansion and change in the late 1800s.

**TOS**

**Differentiated Instruction Teacher Management System:** Section 2 Lesson Plan

**Guided Reading Workbook:** Section 20.2

**Chapter Resource File:**
- Vocabulary Builder Activity, Section 2
- Biography Activity: Joseph Pulitzer
- Primary Source Activity: Handbill Recruiting Railroad Workers

**Daily Bellringer Transparency:** Section 20.2

**Internet Activity:** Columbian Exposition

**PASS:** Section Quiz 20.2

**Online Quiz:** Section 20.2

**Alternative Assessment Handbook**

### Section 3:

**City Life**

**The Big Idea:** The rapid growth of cities in the late 1800s created both challenges and opportunities.

**TOS**

**Differentiated Instruction Teacher Management System:** Section 3 Lesson Plan

**Guided Reading Workbook:** Section 20.3

**Chapter Resource File:**
- Vocabulary Builder Activity, Section 3
- Biography Activity: Alice Hamilton
- Literature Activity: *The Jungle* by Upton Sinclair
- Primary Source: Photo of Immigrant’s Home

**Political Cartoons Activities for United States History, Cartoon 21: Urban Life and Tenements**

**Daily Bellringer Transparency:** Section 20.3

**Quick Facts Transparency 53:** Tenement Life
# Immigrants and Urban Life

## The Big Idea: City Life

In the late 1800s, rapid growth and change affected cities across the United States. Immigration played a significant role in shaping urban life. This section explores the impact of immigration and urbanization on society.

### Section 1: A New Wave of Immigration

- **Essential Question:** How did immigration during the late 1800s affect the United States?

### Section 2: The Growth of Cities

- **Essential Question:** What challenges and opportunities did cities in the late 1800s create both for immigrants and native-born Americans?

### Section 3: Tenement Life

- **Essential Question:** What was life like in tenements and how did it affect the United States?

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### Supporting Resources

- **Maps Globes Graphs Level E**
  - Student Workbook
  - Teacher’s Guide

- **Social Studies Trade Library Collections**
  - Premier Middle School U.S. History Trade Collection
  - NCSS Middle School Trade Collection

- **History’s Impact**
  - United States History Video Program
  - The Impact of Immigrants on the United States

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### Power Presentations with Media Gallery

- PowerPoint Presentations with Media Gallery are visual presentations of each chapter’s main ideas. Presentations can be customized by including Quick Facts charts, images from the text, and video clips.

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### Alternative Assessment Handbook

- PASS: Section Quiz 20.1
- Online Quiz: Section 20.1
- Alternative Assessment Handbook

- PASS: Section Quiz 20.2
- Online Quiz: Section 20.2
- Alternative Assessment Handbook

- PASS: Section Quiz 20.3
- Online Quiz: Section 20.3
- Alternative Assessment Handbook

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### Additional Resources

- For more information or to purchase, go to hmhsocialstudies.com.

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### Teacher One Stop

- Teacher One Stop provides access to the full range of program resources available on Teacher One Stop and other online resources.

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### TOS ExamView® Assessment Suite (English/Spanish)

The TOS ExamView® Assessment Suite is a comprehensive assessment tool that allows teachers to create, edit, and administer tests online. It includes features for creating, customizing, and delivering tests, as well as providing immediate feedback and scores.

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### Teacher's Guide

The Teacher's Guide is a comprehensive resource that includes lesson plans, activity suggestions, and answer keys for all units and sections. It is designed to support teachers in delivering effective instruction and assessment.

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### Multimedia Classroom American History Series

- Multimedia Classroom American History Series provides a range of multimedia resources, including videos, animations, and interactive activities, to engage students and enhance their understanding of American history.

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### Additional Resources

- CONSTITUTION Study Guide
- SUPREME COURT CASE STUDIES

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### Democracy and Civic Education Resources

- Developed by the Division for Public Education of the American Bar Association, these materials are part of the Democracy and Civic Education Resources.

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### Program Resources available on TOS and @hmhsocialstudies.com

Program Resources available on Teacher One Stop and other online resources provide access to a wide range of materials, including lesson plans, activity suggestions, and answer keys, to support teachers in delivering effective instruction and assessment.
Differentiating Instruction

How do I address the needs of varied learners?
The Target Resource acts as your primary strategy for differentiated instruction.

ENGLISH-LANGUAGE LEARNERS & STRUGGLING READERS

TARGET RESOURCE

English-Language Learner Strategies and Activities
• Build Academic Vocabulary
• Develop Oral and Written Language Structures

Spanish Resources
Spanish Chapter Summaries Audio CD
Spanish Chapter Summaries Online

Teacher One Stop:
• ExamView Assessment Suite, Spanish
• Holt McDougal PuzzleView, Spanish
• Spanish/English Guided Reading Workbook
• Spanish Student Edition

Additional Resources
Differentiated Instruction Teacher Management System: Lesson Plans for Differentiated Instruction
Chapter Resources:
• Vocabulary Builder Activities
• Social Studies Skills Activity: Making Comparisons
Quick Facts Transparencies:
• Tenement Life (TR 53)
• Immigrants and Urban Life Visual Summary (TR 54)
Student Edition on Audio CD Program
Interactive Skills Tutor CD-ROM

SPECIAL NEEDS LEARNERS

TARGET RESOURCE

Differentiated Instruction Modified Worksheets and Tests CD-ROM
• Vocabulary Flash Cards
• Modified Vocabulary Builder Activities
• Modified Chapter Review Activity
• Modified Chapter Test

Additional Resources
Differentiated Instruction Teacher Management System: Lesson Plans for Differentiated Instruction
Guided Reading Workbook
Social Studies Skills Activity: Making Comparisons
Student Edition on Audio CD Program
Interactive Skills Tutor CD-ROM

ADVANCED/GIFTED-AND-TALENTED STUDENTS

TARGET RESOURCE

Primary Source Library CD-ROM for United States History
The Library contains longer versions of quotations in the text, extra sources, and images. Included are point-of-view articles, journals, diaries, historical fiction, and political documents.

Additional Resources
Differentiated Instruction Teacher Management System: Lesson Plans for Differentiated Instruction
Political Cartoons Activities for United States History, Cartoon 21: Urban Life and Tenements
Chapter Resource File:
• Focus on Writing Activity: A Memo
• Primary Source Activities: Immigrant’s First-Person Account; Handbill Recruiting Railroad Workers; Photo of Immigrant’s Home
• Literature Activity: The Jungle by Upton Sinclair
Internet Activities: Chapter Enrichment Links
**Teacher One Stop™**

*How can I manage the lesson plans and support materials for differentiated instruction?*

With the Teacher One Stop, you can easily organize and print lesson plans, planning guides, and instructional materials for all learners. The Teacher One Stop includes the following materials to help you differentiate instruction:

- Interactive Teacher’s Edition
- Calendar Planner and pacing guides
- Editable lesson plans
- All reproducible ancillaries in Adobe Acrobat (PDF) format
- ExamView Assessment Suite (English & Spanish)
- Transparency and video previews

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**Interactive Student Edition**

Complete online student edition with interactive multimedia support for chapter content assessment and reporting:

- Interactive Maps and Notebook
- Standardized Test Prep
- Online Homework Practice and Research Activities
- Current Events
- Chapter-based Internet Activities
- Animated Geography Activities

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**Differentiated Activities in the Teacher’s Edition**

- Reformers Graphic Organizers, p. 648
- Immigrant Posters, p. 637
- Chinese Immigrant Letters, p. 640
Focus on the Essential Question

Introduce the Essential Question

- Have students discuss the importance of immigration to the society of the United States.
- Point out to students that new waves of immigration further changed the face of the American population.
- Describe to students the conflict between the new immigrants and the established American society and how some of these conflicts were resolved.

What You Will Learn...

In this chapter, you will learn about immigration and its effects on U.S. cities. You will also read about some of the challenges faced by these cities.

SECTION 1: A New Wave of Immigration ............ 636
The Big Idea A new wave of immigration in the late 1800s brought large numbers of immigrants to the United States.

SECTION 2: The Growth of Cities ...................... 642
The Big Idea American cities experienced dramatic expansion and change in the late 1800s.

SECTION 3: City Life .............................. 646
The Big Idea The rapid growth of cities in the late 1800s created both challenges and opportunities.

Focus on Writing

The Chapter Resource File provides a Focus on Writing worksheet to help students create their memos.

CRF: Focus on Writing Activity: A Memo

Focus on Immigration

1. Write two headings for students to see: Reasons to Leave Home, and Reasons to Immigrate to the United States. Ask students why people might leave the countries where they were born and move to America. What continues to attract people to move to the United States today? Direct the students to copy the headings and write reasons under the appropriate heading as they read the chapter.

2. Discuss the contributions immigrants have made to American life and culture.

3. Tell students that in this chapter they will learn that many people wanted to move to the United States to improve their lives. Have students consider how our country’s cities and culture developed as they read the chapter.

Focus on Writing

A Memo You are a writer at a television network, and you have an idea for a TV drama series set in the late 1800s. Draft a memo telling your boss about your story idea. As you read this chapter, gather information about the people, places, and events of this time period. Tell about the cast of characters, the setting, and the basic plot of your series.
**Explore the Time Line**

1. What art exhibit opened in Paris in 1886? *The Impressionists’ exhibit*
2. When did workers complete the Statue of Liberty? 1886
3. Where were the first Nobel Prizes awarded? *Stockholm, Sweden*
4. Where and when were the two Expositions shown on the time line held? *Philadelphia, 1876; Chicago, 1893*

**Info to Know**

**The Nobel Prize and You** Have you ever had an X-ray? Maybe it was for a broken bone, or just getting your teeth checked at the dentist’s office. The 1901 Nobel Prize in Physics was awarded to a physicist from Germany. His name was Wilhelm Conrad Roentgen, and he discovered X-rays in 1895. Now, over one hundred years later, medical images have advanced and use various types of radiant energy.
Understanding Themes
The main themes of this chapter are economics, and society and culture. To focus on these ideas, ask students if they have ever traveled somewhere entirely new to them, even if just for a weekend. Ask them to recall the things they had to adjust to (different language or dialect, food, customs, currency, etc.). Next, have students write three things that they think new immigrants had to adjust to in America. As students read this chapter, they can see if any of their ideas were mentioned.

Understanding Historical Fact versus Historical Fiction
Focus on Reading Bring in several newspaper articles from a daily newspaper. Remind students that in math classes, they have probably seen theories proven as fact. Ask how this is done. (by performing a mathematical operation to test the theory) Suggest to students that for every math theory that has been proven as fact, there are countless others that have been disproven. (research, interviews) Organize students into groups of three or four. Have them discuss the various ways that theories or statements can be proven or disproven. (research, interviews) Distribute the newspaper articles to students. Have students practice how to distinguish fact from fiction by determining how the details in the article they were given can be verified.

Focus on Themes In this chapter, you will read about the changes in society and culture in the late 1800s. Among these changes was an increase in immigration. New immigrants to America found a society full of economic opportunities and hardships. Immigration and technology combined to change the way of life in cities.

Understanding Historical Fact versus Historical Fiction
Focus on Reading When you read a book like The Red Badge of Courage or see a movie about World War II, do you ever wonder how much is fiction and how much is fact?

Distinguishing Fact from Fiction Historical fiction gives readers a chance to meet real historical people and real historical events in the framework of a made-up story. Some of what you read in historical fiction could be verified in an encyclopedia, but other parts existed only in the author’s mind until he or she put it on paper. As a good reader of history, you should know the difference between facts, which can be proved or verified, and fiction.

Notice how one reader determined which details could be verified or proved.

That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stenches. Hear the pump squeak! It is the lullaby of tenement house babes. In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain...

—From How the Other Half Lives, by Jacob Riis

The woman filling her pail isn’t a fact I can check. He’s just using her as an example of what women did.

We could probably check city records to see whether the buildings really had sinks in the hallways.

The writer is generalizing here. We probably can’t prove 1,000 thirsty throats. We could find out whether the city’s water pumps actually went dry in the summer. That’s verifiable.

Reading and Skills Resources

Reading Support

- Guided Reading Workbook
- Student Edition on Audio CD Program
- Spanish Chapter Summaries Audio CD Program

Social Studies Skills Support

- Interactive Skills Tutor CD-ROM

Vocabulary Support

- CRF: Vocabulary Builder Activities
- CRF: Chapter Review Activity
- Differentiated Instruction Modified Worksheets and Tests CD-ROM:
  - Vocabulary Flash Cards
  - Vocabulary Builder Activity
  - Chapter Review Activity

TOS Holt McDougal PuzzleView
You Try It!

The following passage is from *Bread Givers* by Anzia Yezierska, a young immigrant to New York. After you read it, answer the questions below.

Mashah [Anzia’s sister] came home with stories that in rich people’s homes they had silver knives and forks, separate, for each person. And new-ironed tablecloths and napkins every time they ate on them. And rich people had marble bathtubs in their own houses, with running hot and cold water all day and night long so they could take a bath any time they felt like it, instead of having to stand on a line before the public bath-house, as we had to do when we wanted a bath for the holidays. But these millionaire things were so far over our heads that they were like fairy tales.

That time when Mashah had work hemming towels in an uptown house, she came home with another new-rich idea, another money-spending thing, which she said she had to have. She told us that by those Americans, everybody in the family had a toothbrush and a separate towel for himself.

—Anzia Yezierska, *Bread Givers*

1. Which facts from the paragraph above can be confirmed?
2. What sources might you check to confirm some of these facts?
3. List two things from the passage that could not be confirmed.
4. Why are these two things not able to be confirmed?

Teaching Tip

Many books and movies that students have experienced are historical fiction. Explain to students that it is easy to be fooled into believing a character is real, particularly if the book or movie was done well. Tell students to make a habit of watching for the words “based on” in the introduction or credits to discover whether or not the story is real or just realistic.
Bellringer

If YOU were there... Use the Daily Bellringer Transparency for this section to help students answer the question.

Daily Bellringer Transparency, 20.1

A New Wave of Immigration

If YOU were there...

You live with your family on a small farm in Italy in the 1890s. You want to earn some money to help your parents, but there are not many jobs nearby. You have heard that jobs are easy to find in the booming factories of the United States. But you speak no English and know no one in America.

Would you travel to the United States in search of new opportunities?

Changing Patterns of Immigration

Millions of immigrants came to the United States from northern Europe in the mid-1800s. They came mainly from Great Britain, Germany, Ireland, and the countries of Scandinavia. Except for the Irish, who were Roman Catholics, most were Protestants. Many were skilled workers. Others settled in rural areas and became farmers.

By the late 1800s immigrants from northern Europe were known as old immigrants. A newer and larger wave of immigration—from different parts of the world—was arriving in the United States.

New Immigrants

During the 1880s more than 5 million immigrants arrived in the United States—about the same number of people as had arrived during the six decades from 1800 to 1860 combined. The majority of these new immigrants were from southern and eastern Europe. Thousands of Czechs, Greeks, Hungarians, Italians, Poles, Russians, and Slovaks came to the United States to find new opportunities and better lives. A young woman from Russia spoke for many of her

Teach the Big Idea

1. **Teach** To teach the main ideas in the section, use the questions in the Direct Teach boxes.

2. **Apply** Instruct students to fold a sheet of paper lengthwise. Have them title the chart New Arrivals, then label the left column Country of Origin, and the right column Processing Center. Tell students to write entries under each heading as they read this section. [L] Verbal/Linguistic

3. **Review** Let students share their completed charts with the class. Make sure all three ports of entry are listed (Ellis Island, New York; Angel Island, California; El Paso, Texas), and point out the wide appeal of the United States that inspired people to move so far from their own homelands.

4. **Practice/Homework** Have students draw a simple outline map with arrows to indicate the flow of immigrants from foreign countries to the United States. [L] Visual/Spatial

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**Academic Vocabulary**

Review with students the high-use academic term in this section.

- **advocate** to plead in favor of (p. 641)

**CRF:** Vocabulary Builder Activity, Section 1

**Taking Notes**

Have students use the graphic organizer online to take notes on the benefits and challenges immigrants found.

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**Key Terms and People**

- old immigrants, p. 636
- new immigrants, p. 638
- steerage, p. 637
- benevolent societies, p. 639
- tenements, p. 639
- sweatshops, p. 640
- Chinese Exclusion Act, p. 641

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**Assessment**

- **Review Answers:**
  - Use the graphic organizer online to take notes on the benefits and challenges immigrants found.
  - Chapters 20-22
  - Words in Context: Categorizing (p. 636)

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**Daily Bellringer Transparency, 20.1**

- CRF: Vocabulary Builder Activity, Section 1

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fellow immigrants when she said she hoped “for all manner of miracles in a strange, wonderful land!”

New immigrants came from many different cultural and religious backgrounds. They included Orthodox Christians, Roman Catholics, and Jews. Some were escaping political or religious persecution. They were eager for the job opportunities created by the U.S. industrial boom of the late 1800s.

Arriving in a New Land

Immigrants usually faced a difficult journey to ship to America. Most traveled in steerage—an area below a ship’s deck where steering mechanisms were located. Steerage tickets were inexpensive, but the cabins were hot, cramped, and foul-smelling. Many passengers were seasick for the entire journey. Some even died of diseases contracted along the way.

Once in the United States, new arrivals were processed through government-run immigration centers. The busiest center on the East Coast was Ellis Island, which opened in New York Harbor in 1892. The first immigrant processed through Ellis Island was Annie Moore Schayer, a 14 year old from Ireland. Over the next 40 years, millions of European immigrants came through Ellis Island.

At immigration centers officials interviewed and examined immigrants to decide whether to let them enter the country. People with contagious diseases or legal problems could be turned away. “There was this terrible anxiety that one of us might be rejected,” remembered one immigrant traveling with his family. “And if one of us was, what would the rest of the family do?” This rarely happened, however. Less than 2 percent of the people who arrived at Ellis Island were not allowed into the country.

On the West Coast, many Chinese immigrants entered the United States through Angel Island, which opened near San Francisco in 1910. Because laws limited immigration from China, only people whose fathers were U.S. citizens were allowed into the country. Chinese immigrants were often kept at Angel Island for weeks or months while officials investigated their families.

Mexican immigrants also came to the United States in large numbers in the late 1800s. The main processing center for immigrants from Mexico was in El Paso, Texas. Most settled in the Southwest. They found work in construction, steel mills, and mines, and on large commercial farms.

changing patterns of immigration

U.S. immigration patterns changed during the late 1800s as new immigrants arrived from Europe, Asia, and Mexico.

Identify What areas of Europe did old immigrants come from? northern Europe Where did new immigrants come from? southern and eastern Europe, Asia, and Mexico

Making Predictions Some people imagined that their lives in the United States would be ideal. Once they arrived, how do you think their opinion might have changed? They realized that opportunities were available, but it would take hard work to reach their goals.

Make Judgments What kind of character would people need to face the hardships of immigration? should be brave, determined, ambitious, hard working

Info to Know

Fuel for Growth Between 1870 and 1900 the United States became the world leader in industrial development. Though the nation used its wealth of natural resources to produce steel, timber, packaged meat products, coal, and refined metals, it couldn’t have achieved such a stunning increase in production without immigrant workers.

Answers

Analyzing Primary Sources She probably feared being rejected at Ellis Island, not knowing where the family would live or how they would earn money. She likely rejoiced because she was getting off the ship and seeing America for the first time.

Reading Check Less than two percent of Ellis Island immigrants were turned away, but only Chinese immigrants whose fathers were U.S. citizens were allowed into the country. Chinese immigrants were often detained at Angel Island for weeks or months.
2 Adjusting to a New Life

Immigrants worked hard to adjust to life in the United States.

**Explain** Tell why people might want to move into neighborhoods with others from the same country. *They could hear and speak their own language, eat familiar foods, and keep their customs.*

**Predict** How might loaning money to immigrants have helped the economy? *Allowed people to set up new businesses, which provided jobs for others.*

**Activity** Make a Packing List

An immigrant was allowed to bring only one small suitcase about the size of a backpack to America. Ask students to imagine that they are moving to the United States. Give students a few minutes to list what they would have brought with them. Organize students into small groups and have them create a new list of what they would choose to bring as an immigrant family.

**CRF:** History and Geography Activity, Patterns of Immigration

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**Critical Thinking: Predicting**

**The Effect of Sudden Population Growth**

1. Copy this sentence from the text for students to see: “During the 1880s more than 5 million immigrants arrived in the United States—about the same number of people as had arrived during the six decades from 1800 to 1860 combined.”

2. Ask students to name the basic needs of new immigrants. *(food, shelter, clothing, employment)*

3. Ask students to predict the challenges there might be for the neighborhoods where so many immigrants came to live. *(lack of housing, sanitation, transportation)*

4. What could city leaders do to solve the problems caused by this sudden growth? Instruct students to write down their suggestions to help city leaders deal with these new problems. Then have students save their ideas to compare with what they will learn later in this chapter. **Verbal/Linguistic**

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**Answers**

**Focus on Reading** look for online or text sources about immigration
Some immigrant communities formed benevolent societies. These aid organizations offered immigrants help in cases of sickness, unemployment, or death. At that time, few national government agencies provided such aid.

Even with neighborhood support, however, immigrants often found city life difficult. Many immigrants lived in tenements—poorly built, overcrowded apartment buildings. One young woman in New York City described the difference between her hopes and reality in the new land:

“[I dreamed of] the golden stairs leading to the top of the American palace where father was supposed to live. [I] went ‘home’ to . . . an ugly old tenement in the heart of the Lower East Side. There were stairs to climb but they were not golden.”

— Miriam Shomer Zusner, Yesterday: A Memoir of a Russian Jewish Family

Immigrants worked hard to adjust to their new country. Children often learned American customs more quickly than their parents. In public schools immigrant children learned English from McGuffey’s Readers—illustrated textbooks that taught reading and writing.

Finding Work

Many new immigrants had worked on farms in their homelands. Few could afford to buy land in the United States, however. Instead, they found jobs in cities, where most of the country’s manufacturing took place.

Having come from rural areas, few new immigrants were skilled in modern manufacturing or industrial work. They often had no choice but to take low-paying, unskilled jobs in garment factories, steel mills, or construction. Long hours were common.

Recall

What were some of the types of work new immigrants did for their employers? low-paying, unskilled jobs in factories, mills, and construction

Interpreting Graphs

Use the pie charts on this page to answer the following:

1. Where did the majority of immigrants come from between 1840 and 1860? between 1880 and 1900? northern and western Europe in both periods

2. What percent came from eastern and southern Europe between 1840 and 1860? between 1880 and 1900? 3%; 31%

Did you know . . .

A.P. Giannini was on the board of directors of a bank in an Italian neighborhood in the late 1800s. When he found that local banks would not make small loans, he resigned and opened the “little fellows bank” in 1904. By making loans as small as $25, he allowed working-class consumers to enjoy the benefits of bank loans.

Checking for Understanding

1. Benevolent societies helped immigrant families with unemployment. T

2. Parents found it easier to adjust to their new country than their children. F: Children often learned American customs more quickly than their parents.

3. Most new immigrants arrived with modern industrial skills. F: Few new immigrants were skilled in modern manufacturing or industrial work.

Answers

Shifting Patterns of Immigration

32 percent
Immigrants worked hard to adjust to life in the United States.

**Describe** What kinds of businesses did immigrants open? *laundries, barbershops, street vending carts*

**Analyze** How do the Asian Americans pictured on the right appear different from those on the left? *Those on the right have adopted American dress and culture.*

**Make Inferences** Why do you think new immigrants often opened the same types of businesses as earlier immigrants from the same country had opened? *Possible answer— They knew it was likely to succeed.*

**Evaluate** How might you feel about your job if you worked as a thread trimmer in a shirtwaist factory? *Possible answers may include dissatisfaction with the low pay and boredom because of the monotonous tasks.*

**Linking to Today**

**Asian Americans Today**

Today, almost 15 million people in the United States are of Asian origin. They account for about 5 percent of the U.S. population—or about 1 in 20 Americans. Asian Americans trace their roots to various countries, including China, India, the Philippines, and, like this family, Vietnam. Most Asian Americans live in the West. California has by far the largest Asian American population of any state.

Not all industrial labor took place in large factories. Some immigrants worked for little pay in small shops or mills located in their own neighborhoods. Often associated with the clothing industry, **these workplaces were called sweatshops because of long hours and hot, unhealthy working conditions**. One young immigrant worker remembered:

“When the shirtwaists were finished at the machine … we were given scissors to cut the threads off. It wasn’t heavy work, but it was monotonous [boring], because you did the same thing from seven-thirty in the morning till nine at night.”

—Pauline Newman, quoted in American Mosaic: The Immigrant Experience in the Words of Those Who Lived It, by Joan Morrison and Charlotte Fox Zabisky

**Differentiating Instruction**

**Advanced/Gifted and Talented**

1. Explain that the immigrant people from China, who passed though Angel Island, called their new land “Gold Mountain.” They were the only immigrants whose numbers were limited by law.

2. Have students conduct research to determine how Chinese immigrants’ work transformed the entire nation. Students should include the Chinese Exclusion Act in their research.

3. Have each student use their discoveries in a letter to a fictitious U.S. Congressman from 1912. Letters should persuade the congressman to reconsider the value of Chinese immigrants’ contributions to the developing nation and to vote against the Chinese Exclusion Act.

**Research Required**

**Verbal/Linguistic**

**Alternative Assessment Handbook, Rubric 43: Writing to Persuade**

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**Answers**

**Linking to Today** Possible answers—economic opportunity, freedom, escape from oppression

**Reading Check** They published newspapers and founded schools, clubs, and places of worship; opened local shops and small neighborhood banks; and formed benevolent societies.
Opposition to Immigration

Some Americans welcomed new immigrants. Many business leaders, for example, wanted immigrant workers who were willing to work for low pay. In general, however, anti-immigrant feelings grew along with the rise in immigration in the late 1800s. Some labor unions opposed immigration because their members believed immigrants would take jobs away from native-born Americans.

Other Americans called nativists also feared that too many new immigrants were being allowed into the country. Many nativists held racial and ethnic prejudices. They thought that the new immigrants would not learn American customs, which might harm American society.

Some nativists were violent toward immigrants. Others advocated laws to stop or limit immigration. For example, in 1880 about 105,000 Chinese immigrants lived in the United States. Two years later, Congress passed the Chinese Exclusion Act, banning Chinese people from immigrating to the United States for 10 years. This law marked the first time a nationality was banned from entering the country. Although the law violated treaties with China, Congress continued to renew the law for decades to come. In 1892 another law was passed restricting convicts, immigrants with certain diseases, and those likely to need public assistance from entering the country.

Despite such opposition immigrants continued to arrive in large numbers. They worked for low pay in factories and built buildings, highways, and railroads. Their labor helped power the continuing industrial growth of the late 1800s and early 1900s. Although they did not always achieve their dreams as quickly as they had hoped, most immigrants were still confident about the future for themselves and their families in the United States. A Jewish immigrant from Russia named Abraham Hyman expressed this idea, saying, “Your feeling is that a better time is coming, if not for yourself, for your families, for your children.”

Reading Check Analyzing Why did nativists oppose immigration?

Summary and Preview Immigrants helped build the nation’s economy and cities, but they met resistance from some native-born Americans. In the next section you will learn about what life was like in urban America.

Section 1 Assessment Answers

1. a. N.Y. immigration processing center
   b. old—from northern Europe; new—from southern and eastern Europe and Mexico
2. a. unskilled jobs in garment or steel factories or construction, opened small businesses
   b. learned English, lived with immigrants from the same country, encouraged children to adopt American customs, founded places of worship, schools, and benevolent societies
   c. It was an improvement over life in their native lands; they believed hard work would lead to success.
3. a. 10-year ban on Chinese immigration
   b. fear that immigrants would take away jobs from native-born Americans
   c. possible answers—increasing polarization, social tension, possibility of violence
4. education—did not speak English, often no formal education; culture—different customs and religions; work— took low-paying jobs; living conditions—poorly built tenements
5. Students should have immigrants in their list of characters and include a description of what their lives were like.
The Growth of Cities

Materials: U.S. outline maps for each student

1. **Teach** To teach the main ideas in the section, use the questions in the Direct Teach boxes.

2. **Apply** Tell students that after 1850 certain U.S. cities grew quickly. Have students find the six cities listed on this page that grew to over half a million people by 1900. **New York City, Chicago, Philadelphia, St. Louis, Boston, Baltimore.** Have students find these cities on a U.S. map and label the cities’ locations on their maps.

3. **Review** Discuss each city’s location and what factors may have influenced population growth. **ports—New York City, Boston, Baltimore; on railroad lines—all listed cities; on major rivers—New York City, Philadelphia, St. Louis** Visual/ Spatial

4. **Practice/Homework** Have students color their maps and add illustrations or symbols. (Optional) Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 21: Map Reading. (Optional) American History Outline Maps: Map 25
**Main Idea**

1. **Growth of Urban Areas**

Both immigrants and native-born Americans moved to growing urban areas in record numbers in the late 1800s and early 1900s.

**Explain** What system put Chicago at the heart of the nation’s trade in lumber, grain, and meat? *The railroad system.*

**Cause and Effect** Railroad lines intersected in Chicago, bringing new workers to growing industries. What industry employed many new residents in Chicago? *Thousands of new residents found work in slaughterhouses and meatpacking plants.*

**Predict** How might Chicago’s population growth eventually change the look of the city? *More and taller buildings, more traffic, crowded housing.*

---

**Changing Cities**

American cities such as Chicago were ill-prepared for the rapid urban growth of the late 1800s and early 1900s. Where was everyone going to live? How were people going to get from home to work on crowded city streets? Several new technologies helped cities meet these challenges. These technologies forever changed the look and function of U.S. cities.

**Building Skyscrapers**

With so many people moving to urban areas, cities quickly ran out of building space in downtown areas. One solution would be to build taller buildings. Typical city buildings in the mid-1800s were only five stories tall, but taller structures were impossible to construct because the building materials available were either too weak or too heavy.

This changed with the rise of the American steel industry in the late 1800s.

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**Cross-Discipline Activity: Science**

**How’d They Do That?**

1. Tell students that the Edison Electric Light Company began supplying electricity to New York City in 1882. This changed people’s lives in many ways. For example, they had used gas and oil lamps for light, which caused many fires. After electrification, New Yorkers used electric lamps with light bulbs.

2. Have students create a Three-Panel Flip Chart as shown on page 635.

3. On each of the three top flaps, have them sketch or write the name of an electrical item in common use today. Under each flap, have them sketch or write how they think the task done by the electric appliance was done before electrification.

4. As students complete their flip charts, have them exchange their charts and try to guess what is under each flap. Above-level students can create more than one Flip Note.

**Answers**

**Analyzing Primary Sources** mass transportation, taller buildings, crowded streets, industrialization

**Reading Check** the arrival of new immigrants, farm equipment replaced workers, poverty and discrimination in the South, the location of cities along major rail routes

<table>
<thead>
<tr>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSTCARD</strong></td>
</tr>
<tr>
<td><strong>Chicago, 1900</strong></td>
</tr>
<tr>
<td>Postcards like this one were one way people shared the experience of visiting or living in a big city like Chicago. This scene shows a bustling street corner at which modern transportation like streetcars mingle with horse-drawn carts.</td>
</tr>
</tbody>
</table>

---

**Analyzing Primary Sources** What changes does this picture show taking place in cities at the time?

**Identifying Cause and Effect** What factors led to massive population growth in urban areas during the late 1800s and early 1900s?

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**Direct Teach**

**Cross-Discipline Activity: Science**

**How’d They Do That?**

1. Tell students that the Edison Electric Light Company began supplying electricity to New York City in 1882. This changed people’s lives in many ways. For example, they had used gas and oil lamps for light, which caused many fires. After electrification, New Yorkers used electric lamps with light bulbs.

2. Have students create a Three-Panel Flip Chart as shown on page 635.

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4. As students complete their flip charts, have them exchange their charts and try to guess what is under each flap. Above-level students can create more than one Flip Note.
Changing Cities

New technology and ideas helped cities change and adapt to rapid population growth.

Recall What building material allowed architects to build taller buildings? steel

Evaluate Would you rather have lived in the city or in a suburb in the 1880s? possible answer—city: good job and cultural opportunities; suburb: less crowded, quieter, cleaner

Connect to Geography

Human/Environment Interaction Have students look at the trails designed by Olmsted in Central Park. Ask: Why aren’t the trails straight like the roads around the park? People are not in a hurry. It is more interesting to discover new sights around curves.

Checking for Understanding

Select the best answer for each of the following:

1. What did the increased production of steel make possible?
   a. It employed more sweatshop workers.
   b. It allowed architects to build skyscrapers.
   c. It increased production of automobiles.

2. Which of Elisha Otis’s inventions were important in making skyscrapers practical?
   a. elevated trains
   b. moveable type
   c. the safety elevator

Getting Around

Taller buildings made it possible for more people to live and work in city centers. This increased the need for mass transit, or public transportation designed to move many people. By the late 1860s New York City had elevated trains running on tracks above the streets. Chicago followed in the 1890s.

Some cities built underground railroads, known as subways. In 1897 the first subway in the United States opened in Boston. In 1904 the first line of the New York City subway system began operation. Cable cars and electric trolleys also became common. These streetcars cheaply and quickly carried people in the cities to and from work.

Many Americans who could afford it moved to suburbs, residential neighborhoods outside of downtown areas that had begun springing up before the Civil War. Mass transit networks made such moves possible. People could live in the suburbs and take trolleys, subways, or trains into the cities.

New Ideas

In the late 1800s the United States also began to develop forms of mass culture, or leisure and cultural activities shared by many people. One factor contributing to mass culture was a boom in publishing. The invention of the Linotype, an automatic typesetting machine, greatly reduced the time and cost of printing. In 1850
there were fewer than 300 daily newspapers in the country. Because of the use of Linotype machines, by 1900 there were more than 2,000 newspapers.

Big cities often had many newspapers, so publishers had to compete for readers. In 1896 Joseph Pulitzer added a color comic to his New York World newspaper. More people started buying Pulitzer’s paper. William Randolph Hearst, publisher of the New York Journal, saw that comics helped sell newspapers. So he added a color comic strip to the Journal. Soon, newspapers across the country were adding comic strips.

Mass culture affected how people shopped as well. Giant retail shops, or department stores, appeared in some cities during the late 1800s. One of the earliest was Marshall Field in Chicago, which offered low prices and large quantities of products. It also was the first department store to offer its customers a restaurant where they could eat while shopping. Newspaper advertising was used to bring in customers. The public was also attracted by fancy window displays.

World fairs were another example of mass culture. Fairs brought merchants together, which sometimes resulted in new ideas and products. At the 1904 St. Louis World’s Fair, for example, a Syrian food vendor began making cones for a nearby ice cream vendor who had run out of dishes. Ice cream cones became popular throughout the country.

The demand for public entertainment also led to the creation of amusement parks, such as New York’s Coney Island. The inexpensive entry tickets made Coney Island a favorite destination for children and families. For a nickel, visitors could ride a new invention called the Switchback Railway—the country’s first roller coaster.

As cities grew, people became aware of the need for open public space. Landscape architect Frederick Law Olmsted became nationally famous. He designed Central Park in New York City, as well as many state and national parks. Some of his other well-known projects include Prospect Park in Brooklyn, New York, and the U.S. Capitol grounds, which he worked on between 1874 and 1895.

**Summary and Preview** Immigration and new technology helped cities grow in the late 1800s. In the next section you will learn about some of the problems caused by rapid urban growth.

### Section 2 Assessment Answers

1. **Identifying Cause and Effect**
   a. new immigrants, families from rural areas in the United States, African Americans from the rural South
   b. to escape discrimination and find better educational and economic opportunities
   c. yes, skyscrapers and mass transit allowed more people to live in and near the city

2. **Describing Setting**
   a. public transportation designed to move many people; people who lived in the suburbs needed to get to work
   b. Steel beams supported tall buildings, safety elevator made tall buildings practical
   c. possible answers—mass transit, newspapers, department stores, or parks; Students must explain how the improvement they chose improved people’s lives.

3. **Possible Effects**
   a. more workers for industrial growth, development of skyscrapers, publishing boom, development of mass transit, development of mass culture
   b. Answers should include a description of bustling city life with tall buildings, crowded streets, and busy shops.

### Changing Cities

New technology and ideas helped cities change and adapt to rapid population growth.

**Identify** Name two newspaper publishers who used color comics to attract more readers. Joseph Pulitzer and William Randolph Hearst

**Evaluate** How would the Marshall Field department store have attracted the business of eighth graders? Justify your choice. possible answers—low prices, large quantities of products, restaurant, newspaper advertising, fancy window displays; Answers should include a reasonable reason for the choice.

### Close

Ask students to refer to their notes and review with them the reasons for the rapid growth of American cities in the late 1800s. Discuss the challenges and developments which resulted from population growth.

**Review**
- Online Quiz, Section 20.2

**Assess**
- SE Section 2 Assessment
- PASS: Section Quiz 20.2
- Alternative Assessment Handbook

### Reteach/Classroom Intervention

- Guided Reading Workbook, Section 20.2
- Interactive Skills Tutor CD-ROM

**Answers**
- Reading Check newspapers, department stores, fairs, amusement parks, public parks
**Bellringer**

If YOU were there... Use the Daily Bellringer Transparency for this section to help students answer the question.

Daily Bellringer Transparency, 20.3

**Building Vocabulary**

Preteach or review the following terms:

- **charity** an institution engaged in relief for the poor (p. 648)
- **sanitation** the promotion of hygiene and prevention of disease (p. 646)

CRF: Vocabulary Builder Activity, Section 3

**Taking Notes**

Have students use the graphic organizer online to take notes on the section. This activity will prepare students for the Section Assessment, in which they will complete a graphic organizer that builds on the information using the Critical Thinking Skill: Categorizing.

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**City Life**

1. **Teach** To teach the main ideas in the section, use the questions in the Direct Teach boxes.

2. **Apply** One of the ways people improved city life was by starting charitable organizations, which had to determine what problems needed their attention. Have students list the needs they think such a group might address. (education, food, employment, childcare)

3. **Review** Have students write a sentence for each listed problem, telling how a charity might help solve the problem.

4. **Practice/Homework** Instruct students to create a jingle to advertise a fictitious charitable organization. Give an example such as: "When your children need care, just make us aware. Smith House, Baltimore." Have volunteers share their slogans with the class.
Tenement rooms had few or no windows to let in fresh air and sunshine. Comfort was also scarce, with so many people crowded into such small spaces. Running water and indoor plumbing were also scarce. So was clean water—cities often dumped garbage into local rivers that were used for drinking water.

Disease-causing bacteria grew easily in these conditions. Diseases such as cholera, typhoid, influenza, and tuberculosis spread quickly in crowded neighborhoods. Children were the most vulnerable to these diseases. For example, babies born in Chicago in 1870 had only a 50 percent chance of living to the age of five.

Air pollution was also a serious problem in many growing cities. This was a time when many business leaders were building huge oil refineries, steel mills, and other factories. The steel mills of Andrew Carnegie, for example, helped make Pittsburgh the nation’s steel-making center in the late 1800s. Steel mills brought jobs and wealth to Pittsburgh, but they also caused some of the nation’s worst air pollution. “Every street appears to end in a huge, black cloud,” said one writer. “Pittsburgh is smoke, smoke, smoke—everywhere smoke.” The air was so polluted at times that the city had to turn on outdoor lighting during the day.

The work of many city governments slowly helped to lessen some of these urban problems. By the late 1800s new sewage and water purification systems improved city sanitation. Many major cities also were hiring full-time firefighters and police officers. Police officers in cities were typically placed in one neighborhood. They knew the local residents and were frequently involved in local activities. They could spot local problems and, in many cases, provide help to immigrants.

READING CHECK
Summarizing What challenges did many city residents face in the late 1800s?

### Improving Tenement Life

1. Tell students they are going to write a short play. In the first scene, a tenement family of the 1880s will talk to another family about their problems and needs. In the second scene, the play must demonstrate how charities and city agencies, over a period of time, helped improve the lives of the families.

2. Organize students into small groups and allow them time to work together.

3. Set aside class time for each group to perform its play.

4. Encourage students to perform their plays for another class or for a parent group.

### Direct Teach

**Main Idea**

**Urban Problems**

Crowded urban areas faced a variety of social problems.

**Recall** Name four diseases caused by poor sanitation. *cholera, typhoid, influenza, tuberculosis*

**Make Inferences** If a family living in Chicago had six babies during the 1870s, how many of them could they expect to live past age five? 3 (50%)

**Develop** What kinds of problems did growing city governments in the late 1800s face, and which problems did they try to fix first? Possible answer—Public health, safety, and fire prevention services are usually the most critical and therefore the problems that are first addressed.

**Activity** Appreciation Poster

Have each student write or draw an expression of thanks to workers at a local government service agency such as the fire department, police department, or recreation and parks service. Collect and glue them to a large sheet of construction paper and enlist students and parents to deliver them.

**Cross-Discipline Activity: Drama**

**Improving Tenement Life**

**At Level**

3. Set aside class time for each group to perform its play.

4. Encourage students to perform their plays for another class or for a parent group.

**INTERPERSONAL, KINESTHETIC, VERBAL/LINGUISTIC**

Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader’s Theater

**Answers**

**Reading Check** shortages of affordable housing, unsafe and unsanitary conditions, air pollution
Improving City Life

People worked to improve the quality of life in U.S. cities.

Explain What was the purpose of *How the Other Half Lives* to show conditions in tenement housing?

Analyze How did Florence Kelley help reform working conditions? convinced lawmakers to limit women’s working hours and prevent child labor.

Elaborate How might the 1893 Illinois labor law have changed the lives of children? would become healthier because they had time to eat and rest; would have more time for education and play.

Veiller worked with an organization called the Charity Organization Society (COS) to get changes made to New York laws. In 1900 he and the COS sponsored an exhibit of photographs and maps graphically showing the conditions of New York tenements. More than 10,000 people visited the exhibit, and they were shocked by what they saw. The work of Veiller and the COS helped to get the 1901 New York State Tenement House Act passed. This law required new buildings to have better ventilation and running water. The act became a model for housing reform in other states.

Because there was little government aid available in the 1800s, private organizations generally took on the task of helping the urban poor. Some individuals set up *settlement houses*, or neighborhood centers in poor areas that offered education, recreation, and social activities.

*Settlement houses* were staffed by professionals and volunteers. Many were educated women who came from wealthy families. In 1886 Charles B. Stover and Stanton Coit established the first settlement house in the United States. It was called Neighborhood Guild and was located on the Lower East Side in New York City. In 1889 Jane Addams and Ellen Gates Starr moved into a run-down building in a poor Chicago neighborhood and turned it into *Hull House*, the most famous settlement house of the period.

The *Hull House* staff focused on the needs of immigrant families, and by 1893 *Hull House* was serving 2,000 people a week. It provided services such as English classes, day care, and cooking and sewing classes. Children and adults came to take part in club meetings, art classes, plays, and sports.

Jane Addams and the staff at *Hull House* also worked for reforms. They studied the problems facing immigrants and poor city dwellers, then searched for ways to improve conditions. Florence Kelley was one important reformer at *Hull House*. She visited sweatshops and wrote about the problems there. Her work helped convince lawmakers to take action. Illinois passed a law in 1893 to limit working hours for women and to prevent child labor.

Kelley became the state’s chief factory inspector and helped enforce the law. Although she believed more reforms were needed, she did report some improvements:

**Info to Know**

*Where Is Sue?* In 1893 Chicago citizens donated money for a museum to house collections displayed at the World’s Columbian Exhibition that year. They named it the Field Museum after American merchant, Marshall Field. Today, it is one of the most important natural history museums in the world. It houses over 19 million artifacts and specimens, including Sue, the largest and most complete *Tyrannosaurus Rex* fossil ever found.

**Answers**

**Hull House** staff provided day care, club meetings, classes, plays, sports; worked to pass a law to prevent child labor.

2. **Differentiating Instruction**

**Struggling Readers**

1. Draw the graphic organizer for students to see. Omit the answers in blue.

2. Explain each category to students and ask them to name a person for each category. Note: Jane Addams appears in both categories. Have students copy the graphic organizer and use information from their texts to complete the missing names. Review the answers with the class. Visual/Spatial Alternative Assessment Handbook, Rubric 13: Graphic Organizers

**Reformers of Big City Troubles**

- **Living Conditions**
  - a. Jacob Riis
  - b. Lawrence Veiller
  - c. Charles B. Stover
  - d. Stanton Coit
  - e. Jane Addams
  - f. Ellen Gates Starr

- **Working Conditions**
  - a. Florence Kelley
  - b. Alzina P. Stevens
  - c. Jane Addams

**ONLINE QUIZ**
“Previous to the passage of the factory law of 1893, it was the rule of [a candy] factory to work the children . . . from 7 A.M. to 9 P.M., with twenty minutes for lunch, and no supper, a working week of eighty-two hours . . . Since the enactment of the factory law, their working week has consisted of six days of eight hours each, a reduction of thirty-four hours a week.”

– Florence Kelley and Alina P. Stevens, from Hull House Maps and Papers

As Hull House gained recognition, the settlement house movement spread to other cities. Most settlement houses continued to provide programs and services for city dwellers through the early 1900s. Some, such as Germantown Settlement in Pennsylvania, remain active today.

**READING CHECK** Drawing Conclusions
How did Hull House help improve city life?

**SUMMARY AND PREVIEW** Reformers in the late 1800s worked to solve urban problems. In the next chapter you will learn how Progressives pushed for further reforms.

### Section 3 Assessment

**Reviewing Ideas, Terms, and People**

1. a. **Describe** What were conditions like in tenements?
   b. **Summarize** What problems resulted from the rapid growth of cities?
   c. **Draw Conclusions** Why do you think people lived in tenements?

2. a. **Define** What is a settlement house?
   b. **Explain** How did settlement houses help city dwellers?
   c. **Evaluate** Do you think settlement houses were successful? Why or why not?

**Critical Thinking**

3. **Categorizing** Review your notes on urban problems. Then copy the chart to the right onto your own sheet of paper and use it to identify the responses to those problems.

**Focus on Writing**

4. **Writing about Urban Problems** Finding solutions to problems is an important part of the plot of many stories. Take notes on scenes you could include in your TV series in which characters deal with the problems of urban life.

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**IMMIGRANTS AND URBAN LIFE**

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**Answers**

**Biography** Addams opened a settlement house and became involved in housing, safety and sanitation issues, factory inspection, and immigrants’ rights.

**Reading Check** by providing programs and services for city dwellers
Making Comparisons

**Activity: Influential People Essays**

Tell students that in studying history, it is often useful to compare leaders of nations. These leaders can shape events and their responses often affect how others perceive their nation when they are in power. It is much the same with influential friends and family members. Have students choose two people who are important in their lives and identify how they are alike or different. Have students think about the influence these people have had on their character and the decisions they make. For example, one friend may encourage another to try out for a certain sport or pursue a certain career. Ask students to write an essay comparing these people and describing their effects on the student’s life. Students should use specific details or examples and make a concluding statement. Remind students that their subjects may read their writing.

**Verbal/Linguistic, Intrapersonal, Interpersonal**

Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; 12: Drawing Conclusions; and 37: Writing Assignments

Interactive Skills Tutor CD-ROM, Lessons 1: Compare and Contrast; and 15: Make Inferences and Draw Conclusions

CRF: Social Studies Skills Activity: Making Comparisons

### Making Comparisons

**Define the Skill**

Understanding similarities is important when studying history. Comparing two or more people, things, events, or ideas highlights the similarities between them. Making comparisons can help clarify larger historical issues. This is true when comparing different time periods or when comparing different things from the same time period. Making comparisons is important in identifying historical connections.

**Learn the Skill**

When you encounter similar people, things, events, or ideas in history, use the following guidelines to make comparisons.

1. Identify who or what you are going to compare.
2. Look for similarities between them. Find examples of what makes them alike. Note any differences as well.
3. Use comparison words such as “like,” “both,” and “similar” to point out similarities.

In this chapter, you have learned about several reformers, including Lawrence Veiller and Florence Kelley. Veiller helped lead the effort to improve conditions in tenements. Kelley was a reformer who worked at Hull House.

Lawrence Veiller and Florence Kelley were alike in many ways. Although Veiller focused on tenements and Kelley concentrated on factory work, both were concerned with problems that affected children. Both did research about their issues. Both then wrote about the poor conditions they found.

Both Veiller and Kelley worked successfully for laws that would improve those conditions. Kelley’s work helped convince Illinois lawmakers to pass a law to limit child labor. Similarly, Veiller helped to get the 1901 New York State Tenement House Act passed.

**Practice the Skill**

Review the chapter to find two people, things, events, or ideas that are similar. Then apply the guidelines to answer the following questions.

1. Which people, events, or ideas will you compare? Why is each of them important?
2. How are they alike? How are they different?

### Comparing Influential People or Events

1. Tell students that they will now have an opportunity to challenge their classmates.
2. Organize students into groups by the things, people, events, or ideas they chose to compare in Practice the Skill above. Have students in each group secretly share their answers with one another and highlight the similarities, differences, and reasons for their importance in history.
3. Ask one group at a time to challenge the other groups by stating the two items chosen. Have students in the group ask the other groups to come up with the same or similar responses they have highlighted.
4. When each group has had an opportunity to challenge the other groups, remind students to look for such pairings as they continue their study of history.

**Answers**

Practice the Skill 1. Students’ responses should include two people, events, or ideas, and indicate their historical importance. 2. Writing should compare and contrast two specific choices.
Chapter Review

Reviewing Vocabulary, Terms, and People

Identify the descriptions below with the correct term or person from the chapter.

1. Public transportation systems built to move many people and ease traffic in crowded cities
2. Founded Hull House with Ellen Gates Starr in 1889
3. Organizations created by immigrants to help each other in times of sickness, unemployment, or other troubles
4. Law banning Chinese people from moving to the United States
5. Neighborhood centers in poor urban areas that offered education, recreation, and social activities
6. Landscape architect who designed New York City’s Central Park
7. Small shops or mills where immigrants worked for long hours in hot, unhealthy conditions

Comprehension and Critical Thinking

SECTION 1 (Pages 636–641)

8. a. Identify From what parts of the world did the wave of new immigrants come? 
   b. Analyze In what ways did immigration patterns in the United States change in the late 1800s?
   c. Elaborate In your opinion, were the difficulties that immigrants faced worth the benefits of life in the United States? Explain.

SECTION 2 (Pages 642–645)

9. a. Recall Why did U.S. cities experience such rapid growth in the late 1800s? 
   b. Analyze How did new technologies help cities deal with population growth?
   c. Elaborate Would you have preferred to live in a city or in a suburb? Why?

Review and Assessment Resources

Review and Reinforce

SE Chapter Review

CRF: Chapter Review Activity

Quick Facts Transparency 54, Immigrants and Urban Life Visual Summary

Spanish Chapter Summaries Audio CD Program

Online Chapter Summaries in Spanish

TOS Holt McDougal PuzzleView

Quiz Game CD-ROM

Assess

SE Standardized Test Practice

PASS: Chapter 20 Tests, Forms A and B; Unit 6 Test, Forms A and B

Alternative Assessment Handbook

TOS Exam View Assessment Suite, Chapter Test

Differentiated Instruction Modified Worksheets and Tests CD-ROM: Chapter Test

Online Assessment Program, in the Interactive Student Edition

Reteach/Intervene

Guided Reading Workbook

Differentiated Instruction Teacher Management System: Lesson Plans for Differentiated Instruction

Differentiated Instruction Modified Worksheets and Tests CD-ROM

Interactive Skills Tutor CD-ROM

hmhsocialstudies.com

Chapter Resources
SECTION 3 (Pages 646–649)

10. a. Recall What were conditions like in tenements in the late 1800s?
b. Make Inferences Why did rapid population growth cause problems in cities?
c. Elaborate Why do you think the settlement house movement grew in the late 1800s and early 1900s?

Reviewing Themes

11. Economics What role did economics play in the growth of cities?

12. Society and Culture How did the lives of city dwellers change with the rise of mass culture?

Reading Skills

Understanding Historical Fact versus Historical Fiction Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Mass culture affected how people shopped as well. Giant retail shops, or department stores, appeared in some cities during the late 1800s. One of the earliest was Marshall Field in Chicago, which offered low prices and large quantities of products. It also was the first department store to offer its customers a restaurant where they could eat while shopping. Newspaper advertising was used to bring in customers. The public was also attracted by fancy window displays. (p. 645)

13. Which facts above can be verified? Where would you look to verify them?

Social Studies Skills

Making Comparisons Use the Social Studies Skills taught in this chapter to answer the question below.

14. Choose two reforms that were discussed in this chapter. Make a comparison between the two.

Using the Internet

15. Activity: Investigating Culture Mass culture developed in the late 1800s and early 1900s as a result of new and broader forms of communication taking root. Using the online textbook, explore some of the early influences on mass culture. Then research the ways in which modern culture is influenced by the media, the Internet, and other forms of mass communication. How does today’s society experience mass culture? Create a visual display or computer-based presentation that compares mass culture then and now.

Focus on Writing

16. Writing Your Memo Look back over your notes about the people, places, and events of the late 1800s. Decide which of these you will include in your television drama series. Then draft a one-to two-paragraph memo to your boss describing the series. Remember to describe the basic plot, setting, and characters.

Focus on Writing Rubric

Students’ memos should:
• describe series’ plot, characters, and setting
• include correct spelling, punctuation, and grammar

CRF: Focus on Writing: A Memo

652 CHAPTER 20
**Intervention Resources**

**Reproducible**
- Guided Reading Workbook
- Differentiated Instruction Teacher Management System: Lesson Plans for Differentiated Instruction

**Technology**
- Quick Facts Transparency 54: Immigrants and Urban Life Visual Summary
- Differentiated Instruction Modified Worksheets and Tests CD-ROM
- Interactive Skills Tutor CD-ROM

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**Tips for Test Taking**

**Read and Reread**
When answering questions about a reading selection, such as in Question 8 above, have students keep these suggestions in mind:
- First, read the question carefully so you know what information to look for.
- Read the selection to be sure you understand the content.
- Review the question. If you do not know the answer, reread the selection and focus on looking for the answer.

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**Break Down the Question**

1. **D**
**Break Down the Question**
Tell students to read the question closely. The key word is *providing*. Only one of these actually helped urban immigrants.

2. **A**
**Break Down the Question**
This question requires students to note the time period and the origin of immigrants. Refer students who miss this question to the text titled “Changing Patterns of Immigration” in Section 1.

3. **B**
**Break Down the Question**
This question requires students to recall factual information. Direct students having difficulty with this question to the text titled “Arriving in a New Land” in Section 1.

4. **A**
**Break Down the Question**
This question requires students to recall and define a vocabulary term. Students having difficulty with this question may be referred to the text titled “New Ideas” in Section 2.

5. **C**
**Break Down the Question**
To answer this, students must recall needs which inspired the formation of Hull House. Refer students who miss this question to the text titled “Improving City Life” in Section 3.

6. **B**
**Break Down the Question**
This question requires students to use the process of elimination. Refer students who miss this question to the text titled “Opposition to Immigration” in Section 1.

7. **C**
**Break Down the Question**
To answer this question, students must recall factual information. Refer students who miss this question to the text titled “Growth of Urban Areas” in Section 2.

8. **tenements**
**Break Down the Question**
This question requires students to recall urban housing conditions in the 1880s. Students who miss this question may be referred to the text titled “Urban Problems” in Section 3.
For most European immigrants, Ellis Island was the first stop. Between 1892 and 1954, the immigration station processed over 12 million immigrants. These immigrants went through an inspection before they were allowed to enter the United States. Those with serious health problems were sent home, as were those who did not meet various legal requirements. Others were sent home because they exceeded immigration quotas. However, if immigrants could clear these hurdles, they were free to enter the United States and begin their new lives.

Go online to explore some of the personal stories and recollections of immigrants who made the journey to America and passed through Ellis Island. You can find a wealth of information, video clips, primary sources, activities, and more at hmhsocialstudies.com.

Doctors examined immigrants as they headed upstairs to the Great Hall. Lines were long, but the inspection often lasted only a few minutes. Immigrants who passed the inspection could exchange money, send mail or telegrams, or buy train tickets. Immigrants then met relatives or loved ones. Immigrants who had to stay overnight were assigned to dormitories.

The Multimedia Classroom has been specially designed to be versatile and easily adaptable to existing courses, lesson plans, and syllabi. Every lesson is designed to offer maximum flexibility. Teachers can select entire plans or only the elements they need, allowing them to individually tailor each lesson. Each multimedia lesson is available in CD-ROM format and is accompanied by full-length award-winning programs on DVD from HISTORY™.

For more information or to purchase go to hmhsocialstudies.com.

Because some of these lessons may contain video material of a sensitive nature, we recommend that teachers and parents review these materials in their entirety before screening them to students.

Ellis Island Resources hmhsocialstudies.com

The following resources come with printable introductions, comprehension and critical thinking questions, transcripts, and vocabulary support.

Video Clips
- The Golden Door (2:02)
- Rebuilding (1:28)
- Steerage (3:47)
- Examination (3:59)
- Stairs of Separation (2:45)
- Expansion (3:34)
- Quotas (1:45)
- From Processing to Detention (2:53)
- Abandonment and Resurrection (2:02)

Primary Sources
- “The New Colossus”
- Immigrant Testimonies
- Emergency Quota Act
- Coolidge’s First Annual Message
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The Golden Door

Watch the video to see how and why immigrants traveled to the United States.

Examination

Watch the video to see the physical examination that immigrants experienced at Ellis Island.

Quotas

Watch the video to see how immigration quotas affected immigrants trying to come to the United States.

Activities

- Ellis Island Through the Years
- Blueprints for a Gateway
- All Aboard!
- Under the Microscope
- Divided Destinies
- Personal Tales
- Send Me Your Tired, Your Poor?
- Beyond Ellis Island
- Ellis Island: A Time Capsule

Extended Activities

General Review Questions

General Discussion Questions

Web Links

Bibliography
**Bellringer**

**Motivate** Have students think of a time when they were successful in persuading someone to agree with something or do something (for example, in persuading their parents to let them stay up past their bedtime). Ask students how they managed to persuade the other person. What arguments did they use? What other methods of persuasion did they use? Explain that presenting logical, sound, and convincing reasons and evidence is the most effective method of persuasion—and a highly useful skill in life. Tell students that they will hone their persuasive skills in this workshop.

**Direct Teach**

**Stating Your Opinion**

**Take a Stand** Some students may not have a strong opinion about either topic. Suggest that these students ask themselves what might have happened if things had been different—if new laws had limited immigration in the late 1800s or if the government had done more to improve conditions in tenements. Tell students to list the hypothetical consequences or effects. Next, have students list the effects of each topic as it actually happened. Then have students examine the two lists and determine whether each effect is positive or negative. Which list contains more positive effects? Students should choose the position that results, in their opinion, in more positive consequences.

**Assignment**

Write a persuasive essay either for or against one of these statements.

1. **New laws should have limited immigration in the late 1800s.**
2. **The government should have done more to improve conditions in tenements.**

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**TIP** Using Order of Importance

How do you know whether to start or end with your most important or most convincing reason? If you are worried about getting your readers to read your entire paper, you might try to catch their attention by starting with the most convincing reason. If you are concerned that your readers remember one point after they finish reading, you may want to place that point, or reason, at the end of your paper.

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**Persuasion and History**

You have probably heard people disagree about current political events—perhaps a new law or a government leader. People also disagree about events of the past. When we disagree about historical events, those of the past or those of the present, we can use persuasive arguments to convince others to agree with our opinion.

**1. Prewrite**

**Stating Your Opinion**

Persuasion starts with an opinion or a position on a topic. Choose one of the statements in the assignment and decide on your opinion, either for or against. Write your opinion in a statement: it will be the big idea of your persuasive paper. For example, here is an opinion statement about the first topic:

*The government should not have limited immigration in the late 1800s.*

**Building and Organizing a Logical Argument**

A strong persuasive essay includes a logical argument, sound reasoning, and proof in support of an opinion. Reasons tell why you have an opinion. Proof, or evidence, includes facts, examples, or expert opinions. The following reasons support the opinion in the introduction.

- **Opinion:** Reformers’ work improved Americans’ lives.
- **Reason:** Reformers’ work improved Americans’ lives.
- **Evidence:** Lawrence Veiller influenced the passage of the 1901 New York State Tenement House Act.

Persuasive writing is usually organized by order of importance.

**2. Write**

Here is a framework to help you write your first draft.

**A Writer’s Framework**

**Introduction**

- Start with an interesting opener, such as a quotation or a surprising fact.
- Include your opinion statement, or big idea, for the paper.

**Body**

- Present one reason and its supporting evidence in each body paragraph.
- Address your reasons by order of importance.

**Conclusion**

- Restate your opinion in different words.
- Summarize your reasons.
- Make a connection to a current event.

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**Differentiating Instruction**

**Special Needs Learners**

**Below Level**

1. Some students may benefit from studying a spatial representation of the relationship among a position statement, reasons, and evidence.

2. Draw the pyramid at right for students to see. Explain how a position statement is supported by reasons, which are in turn supported by evidence. Have students copy the pyramid and use it to organize their ideas.

**L3 Visual/Spatial**
3. Evaluate and Revise

**Evaluating**

Use these questions to discover ways to improve your draft.

**Evaluation Questions for a Persuasive Essay**

- Does your introduction include a clear statement of your opinion on the topic?
- Do you present your reasons by order of importance in the body paragraphs?
- Do you provide at least three reasons to support your opinion?
- Do you include facts, examples, or expert opinions to support each reason?
- Do you restate your opinion in different words in your conclusion?
- Does your conclusion include a summary of the reasons that support your opinion?

**Revising**

Your essay will be more forceful if you write in the active voice.

**Passive voice:** New parks were designed by Frederick Law Olmsted.

**Active voice:** Frederick Law Olmsted designed new parks.

Active voice is more forceful, and often clearer, because it makes a stronger connection between the action and the actor. However, we may use passive voice because we do not know, or do not want to say, who the actor is or was.

**Example:** New parks were designed in the late 1800s.

4. Proofread and Publish

**Proofreading**

If you are writing your paper on a computer, you should use the spell-check feature to look for spelling errors. However, the spell-check feature will not help much if you have used the wrong word. Here are some examples to look for: *their/they’re, its/it’s, accept/except, affect/effect, advice/advise, altar/alter, capital/capital*. When you spot one of these words in your paper, check your dictionary to make sure you have used the correct word.

**Publishing**

Share your essay with a classmate who took an opinion opposed to yours. Review each other’s reasons. Can one of you persuade the other?

5. Practice and Apply

Use the steps and strategies in this workshop to write a persuasive essay.

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**English-Language Learners**

1. Have English learners demonstrate to the class or to a small group how the passive and active voices are formed in their primary languages.
2. Then have students practice forming the active voice. Write the sentences at right for students to see. Have students change each sentence from the passive to the active voice. Help English learners to understand how to construct the active voice in English.

**Standard English Mastery**

- Local shops and small neighborhood banks were opened by immigrants.
- Schools and clubs were founded by immigrants to help preserve their customs.
- The horrible conditions of tenements were exposed by Jacob Riis.
- Hull House was opened by Jane Addams and Ellen Gates Starr.
- Lawmakers were convinced to take action by the writings of Florence Kelley’s.