

Study Guide



Chapter 10, Section 1

For use with textbook pages 336–340

IMMIGRATION

KEY TERMS AND NAMES

- steerage** the most basic and cheapest accommodations on a steamship (page 337)
- Ellis Island** a tiny island in New York Harbor and a processing center for immigrants in the late 1800s (page 338)
- Jacob Riis** Danish-born journalist who wrote about the urban poor (page 339)
- Angel Island** a processing center in California for Asian immigrants in the late 1800s (page 339)
- nativism** an extreme dislike for foreigners by native-born people and a desire to limit immigration (page 340)
- Chinese Exclusion Act** a law that barred Chinese immigration for 10 years and prevented the Chinese already in the country from becoming citizens (page 340)

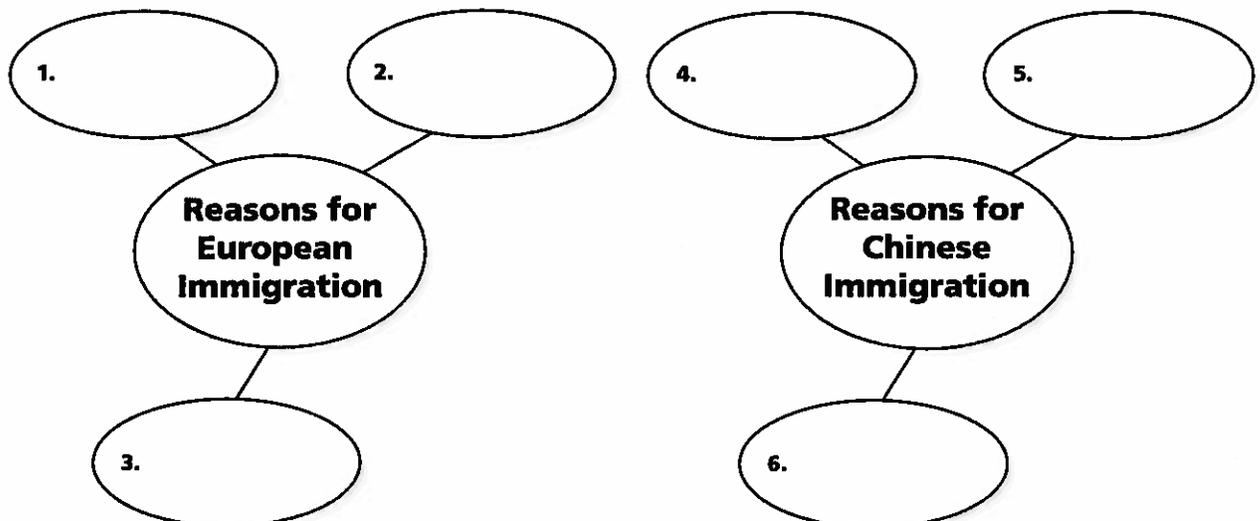
DRAWING FROM EXPERIENCE

Have you ever visited New York City? Have you visited the Statue of Liberty? What importance does this statue have for many people?

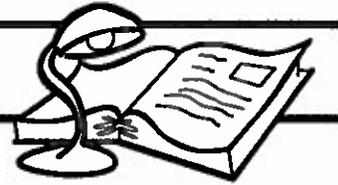
In this section, you will learn about immigration to the United States in the late 1800s. You will also learn about the reaction of Americans toward this immigration.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. In the late 1800s, people from eastern and southern Europe and from Asia came to the United States for several reasons. List these reasons in the diagram.



Study Guide



Chapter 10, Section 1 (continued)

READ TO LEARN

- **Europeans Flood Into the United States** (page 336)

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

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

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

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

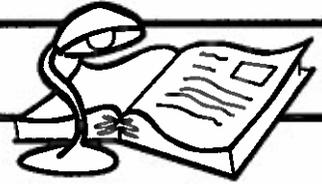
7. Where did many immigrants who arrived at Ellis Island in the late 1800s settle?

- **Asian Immigration to America** (page 339)

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

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

Study Guide



Chapter 10, Section 1 (continued)

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

8. What kinds of jobs did many Chinese immigrants to the United States generally take on?

- **The Resurgence of Nativism** (page 340)

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

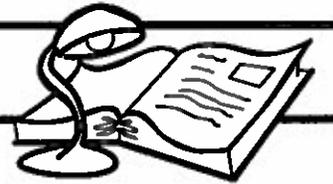
Some nativists feared that the number of Catholics from Europe would take over the mostly Protestant United States. They feared that the Catholic Church would have too much power in the nation's government. Labor unions were against immigration because they believed that immigrants would work for low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

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

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

9. Why did some nativists fear immigration from Europe?

Study Guide



Chapter 10, Section 2

For use with textbook pages 341–345

URBANIZATION

KEY TERMS AND NAMES

skyscraper tall steel frame buildings (page 342)

Louis Sullivan architect who designed skyscrapers (page 342)

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

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

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

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

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

William M. Tweed corrupt political boss of Tammany Hall, a New York Democratic political machine (page 345)

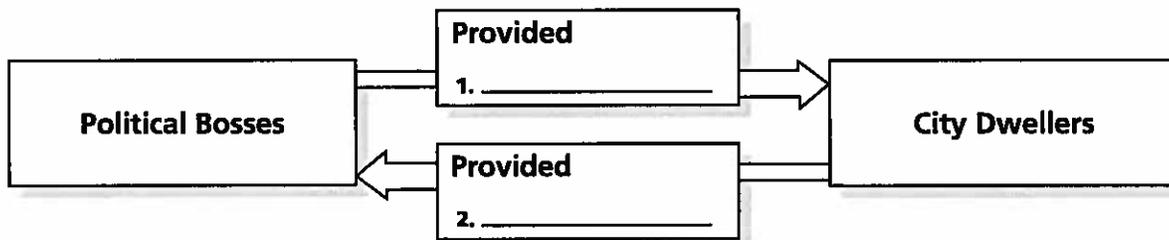
DRAWING FROM EXPERIENCE

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

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

ORGANIZING YOUR THOUGHTS

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



Study Guide



Chapter 10, Section 2 (continued)

READ TO LEARN

- **Americans Migrate to the Cities** (page 341)

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

3. Why did many immigrants work in low-paying factory jobs in the cities?

- **The New Urban Environment** (page 342)

As city populations increased, the demand for land increased its price. As a result, people began building upward rather than outward. Tall, steel frame buildings called **skyscrapers** were constructed in the nation's cities. **Louis Sullivan** was famous for his skyscraper designs.

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

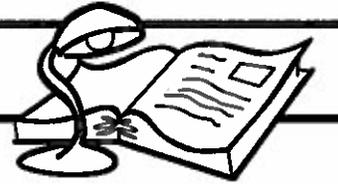
4. Why did some cities begin using elevated railroads and subway systems for their transportation needs?

- **Separation by Class** (page 343)

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

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

Study Guide



Chapter 10, Section 2 (continued)

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

5. Where did wealthy people generally live in the nation's cities?

• Urban Problems (page 344)

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

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

6. What caused diseases in the nation's urban areas?

• Urban Politics (page 344)

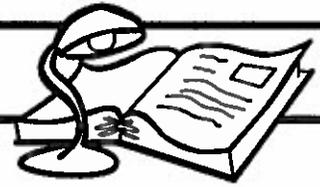
A new kind of political system started in cities to deal with urban problems. The **political machine**, an informal political group that was designed to gain and keep power, became popular. People moving into cities needed jobs, housing, food, and police protection. Political machines led by **party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

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

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

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

Study Guide



Chapter 10, Section 3

For use with textbook pages 348–352

THE GILDED AGE

KEY TERMS AND NAMES

Gilded Age the time period between 1870 and 1900 (page 349)

Social Darwinism the idea that society progresses and becomes better because only the fittest people survive (page 349)

Gospel of Wealth the philosophy that wealthy people who profited from society owed it something in return (page 350)

philanthropy the using of one's wealth to further social progress (page 350)

realism a movement in art and literature that attempted to portray people realistically (page 350)

vaudeville a theater show that included animal acts, acrobats, gymnasts, and dancers (page 352)

ragtime music with syncopated rhythms that grew out of riverside honkey-tonks, saloon pianists, and banjo players (page 352)

Scott Joplin An African American ragtime composer (page 352)

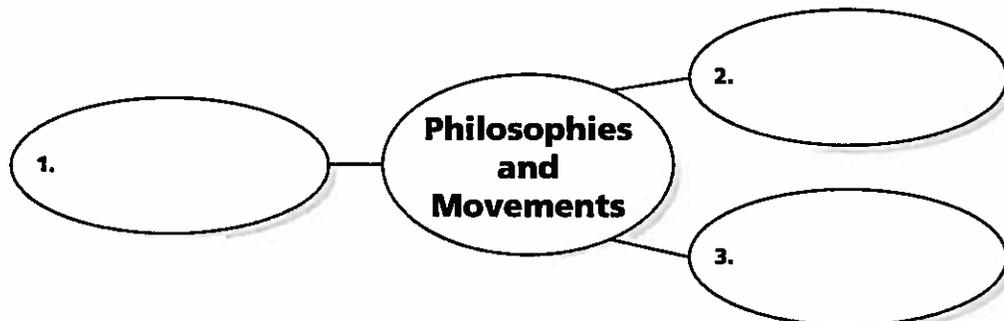
DRAWING FROM EXPERIENCE

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

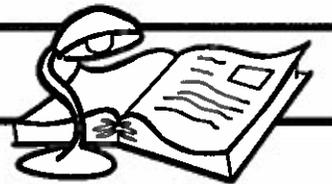
The last section described the growth of cities in the United States in the late 1800s. This section discusses changes in thinking and leisure activities in the United States in the late 1800s.

ORGANIZING YOUR THOUGHTS

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



Study Guide



Chapter 10, Section 3 (continued)

READ TO LEARN

- **A Changing Culture** (page 348)

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

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

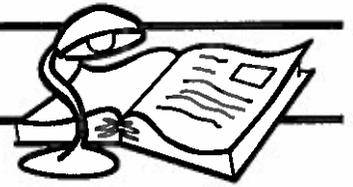
4. What was a strong belief of the Gilded Age?

- **Social Darwinism** (page 349)

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

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

Study Guide



Chapter 10, Section 3 (continued)

5. According to Herbert Spencer, why did society progress?

• **Realism** (page 350)

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

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

6. What did realist writers try to show?

• **Popular Culture** (page 351)

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

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

The theater provided other kinds of entertainment. **Vaudeville**, which was based on French theater, included animal acts, acrobats, gymnasts, and dancers. **Ragtime** music also became popular in the fast-paced cities. Its rhythms were based on the patterns of African American music. **Scott Joplin** was one of the most important African American ragtime composers.

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

Study Guide



Chapter 10, Section 4

For use with textbook pages 353–358

THE REBIRTH OF REFORM

KEY TERMS AND NAMES

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

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

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

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

Jane Addams reformer who established settlement houses (page 357)

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

Americanization the process of becoming knowledgeable about American culture (page 357)

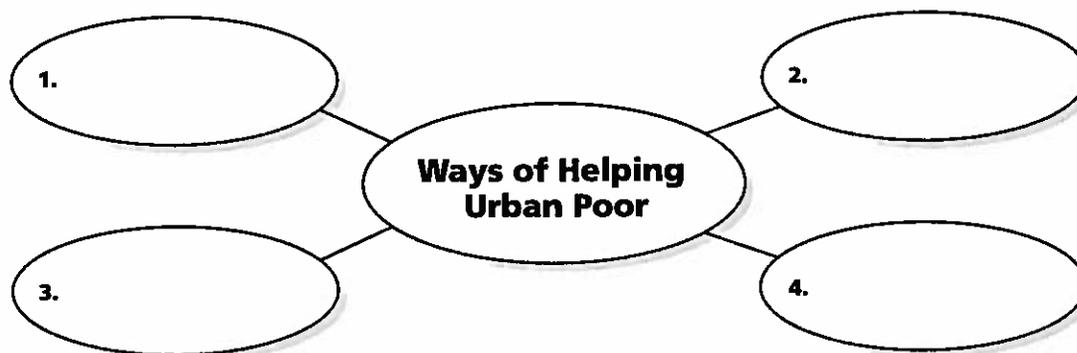
DRAWING FROM EXPERIENCE

What kinds of services does your community provide to help people in need? In what ways can you help needy people in your community?

The last section discussed the changes in thinking and leisure activities that took place in the United States in the late 1800s. This section discusses the reforms that some people worked for to solve the problems of the urban poor.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. In the late 1800s, many people attempted to improve the lives of the poor living in the nation's cities. List the movements and the organizations that tried to improve urban society.



Study Guide

Chapter 10, Section 4 (continued)



READ TO LEARN

- **Social Criticism** (page 353)

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

In 1879 **Henry George**, a journalist, published *Progress and Poverty*. In it he wrote about the widening gap between the wealthy and the poor. He believed that the answer to the problem was land. George argued that people could become wealthy by waiting for land prices to increase. He believed that a tax on the land should replace all other taxes. He believed that it would help make society more equal. It would also give the government more money to help the poor. Although most people did not agree with George's economic theory, he was one of the first to challenge the ideas of Social Darwinism and laissez-faire economics.

Lester Frank Ward also challenged the ideas of Social Darwinism. He argued that human beings were not like animals in that they had the ability to think ahead and make plans to get what they wanted. His ideas became known as Reform Darwinism. He believed people succeeded because they were able to cooperate, not because they were able to compete. He believed competition was wasteful. Ward believed that government and not competition in the marketplace could regulate the economy and cure poverty. Many people came to believe that the government should be more active in trying to solve society's problems.

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

5. What did Lester Ward believe could solve society's problems?

- **Naturalism in Literature** (page 355)

A new style of writing known as **naturalism** became popular as a result of many of the criticisms of industrial society. Naturalists challenged the ideas of Social Darwinism that people controlled their lives and made the choices to improve it. Naturalists believed that some people were not successful because they had circumstances they could not control. Among the most famous naturalist writers were Stephen Crane, Frank Norris, Jack London, and Theodore Dreiser.

Study Guide



Chapter 10, Section 4 (continued)

6. According to naturalists, why were some people not successful in life?

• Helping the Urban Poor (page 355)

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

The Salvation Army provided help and religious counseling to poor people in the cities. The Young Men's Christian Association (YMCA) tried to help the urban poor by setting up Bible studies, citizenship activities, and group activities. YMCAs quickly spread throughout the country. The facilities included gyms, swimming pools, and low-cost hotel rooms that were available on a temporary basis for those who needed them.

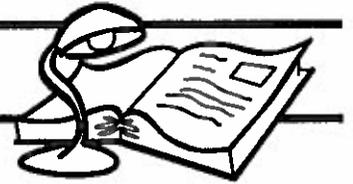
Some reformers believed it was their duty as Christians to improve conditions for the poor. One such reformer was **Jane Addams**. She started **settlement houses** in poor city neighborhoods. Middle-class residents lived there and helped poor people, who were mostly immigrants. Addams started Hull House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

7. How did the YMCA try to help poor people in the cities?

• Public Education (page 357)

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

Study Guide



Chapter 10, Section 4 (continued)

The number of public schools increased greatly after the Civil War. Public schools were especially important for immigrant children. It was there that they became Americanized, or knowledgeable about American culture. This **Americanization**, however, sometimes caused problems for immigrant children. Many parents worried that their children would forget their own cultural traditions. Some parents took their children out of the public schools. Other parents took their children out because they needed them to work to help the family survive.

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

Schools helped prepare future workers for jobs that would get them out of poverty. Grammar schools stressed attendance, neatness, and efficiency. Vocational and technical schools taught skills that were needed in specific trades.

Colleges also increased in the late 1800s. This was partly due to the Morrill Land Grant Act. This law gave states federal land grants to start agricultural and mechanical colleges. Between 1870 and 1890, the number of students attending these colleges tripled.

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

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

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