




































Immigrants and Urbanization

OVERVIEW	INSTRUCTIONAL RESOURCES	
<p>ESSENTIAL QUESTION</p> <p>What were the economic, social, and political effects of immigration?</p> <p> Focus on the Essential Question Podcast</p>	<p> Telescoping the Times</p> <ul style="list-style-type: none"> Chapter Summary, pp. 13–14 <p> Planning for Block Schedules</p> <p> Multimedia Connections</p> <ul style="list-style-type: none"> Ellis Island 	<p> Interactive Online Edition</p> <p> ExamView® Assessment Suite (English/Spanish)</p> <p> mySmartPlanner</p> <p> Power Presentations</p> <p> Video: Ellis Island: Arrival</p> <p> hmhsocialstudies.com</p>
<p>SECTION 1</p> <p>The New Immigrants</p> <p>MAIN IDEA Immigration from Europe, Asia, the Caribbean, and Mexico reached a new high in the late 19th and early 20th centuries.</p>	<p> In-Depth Resources: Unit 2</p> <ul style="list-style-type: none"> Guided Reading, p. 39 Building Vocabulary, p. 42 Skillbuilder Practice, p. 43 Reteaching Activity, p. 45 Primary Sources, p. 52 Literature, pp. 56–58 <p> Lesson Plans, pp. 57–58</p> <p> Guided Reading Workbook, Section 1</p>	<p> Geography Transparencies</p> <ul style="list-style-type: none"> GT15 Where Foreign-Born Lived 1900 <p> Video: Italians in America: Old World, New Land</p> <p> Video: Angel Island: Ellis Island of the West</p>
<p>SECTION 2</p> <p>The Challenges of Urbanization</p> <p>MAIN IDEA The rapid growth of cities forced people to contend with problems of housing, transportation, water, and sanitation.</p>	<p> In-Depth Resources: Unit 2</p> <ul style="list-style-type: none"> Guided Reading, p. 40 Reteaching Activity, p. 46 Geography Application, pp. 48–49 Outline Map, pp. 50–51 Primary Sources, pp. 53, 54 American Lives, p. 59 <p> Lesson Plans, pp. 59–60</p> <p> Guided Reading Workbook, Section 2</p>	<p> Geography Transparencies</p> <ul style="list-style-type: none"> GT15 Where Foreign-Born Lived 1900 <p> Critical Thinking Transparencies</p> <ul style="list-style-type: none"> CT15 Urban Growth CT49 From Country to City, 1870–1920 <p> Humanities Transparencies</p> <ul style="list-style-type: none"> HT15 Cliff Dwellers
<p>SECTION 3</p> <p>Politics in the Gilded Age</p> <p>MAIN IDEA Local and national political corruption in the 19th century led to calls for reform.</p>	<p> In-Depth Resources: Unit 2</p> <ul style="list-style-type: none"> Guided Reading, p. 41 Skillbuilder Practice, p. 44 Reteaching Activity, p. 47 Primary Sources, p. 55 American Lives, p. 60 <p> Lesson Plans, pp. 61–62</p> <p> Guided Reading Workbook, Section 3</p>	<p> Critical Thinking Transparencies</p> <ul style="list-style-type: none"> CT15 Urban Growth

ASSESSMENT

- SE** Chapter Assessment, pp. 272–273
-  **Formal Assessment**
 - Chapter Tests, Forms A, B, and C, pp. 136–147
-  **ExamView® Assessment Suite** (English/Spanish)
-  **Integrated Assessment**
-  **Strategies for Test Preparation**
-  hmsocialstudies.com **TEST PRACTICE**

- SE** Section 1 Assessment, p. 259
- TE** Self-Assessment, p. 259
-  **Formal Assessment**
 - Section Quiz, p. 133
-  **Test Practice Transparencies**, TT55

- SE** Section 2 Assessment, p. 266
- TE** Self-Assessment, p. 266
-  **Formal Assessment**
 - Section Quiz, p. 134
-  **Test Practice Transparencies**, TT56



- SE** Section 3 Assessment, p. 271
- TE** Self-Assessment, p. 271
-  **Formal Assessment**
 - Section Quiz, p. 135
-  **Test Practice Transparencies**, TT57

Chart Key:

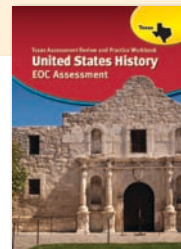
- SE** Student Edition
-  Block Scheduling
-  MP3 Audio
- TE** Teacher's Edition
-  Online-only Resource
-  HISTORY®
-  Printable Resource
-  Presentation Resource

All Program Resources available @  hmsocialstudies.com

Supporting Resources

Texas Assessment Review and Practice

- End-of-Course Assessment tips and sample tests to prepare students
- Teacher materials with instructional guidelines, digital flash cards, and ExamView® test banks




Social Studies Trade Library Collections

- U.S. History Civil War to Present Trade Collection
- Pacific Rim Trade Collection

Fast Track to a 5





- AP test preparation for U.S. History provides students with test-taking strategies, review, and practice exams.






For more information or to purchase these resources, go to  hmsocialstudies.com

Differentiated Instruction


ENGLISH LEARNERS

-  **Spanish/English Guided Reading Workbook**
Sections 1–3
-  **Access for Students Acquiring English/ESL:**
Spanish Translations, pp. 92–102
-  **Modified Lesson Plans for English Learners**
-  **Chapter Summaries**
(English/Spanish)

STRUGGLING READERS

-  **Guided Reading Workbook**
Sections 1–3
-  **Telescoping the Times**
 - Chapter Summary, pp. 13–14
-  **Chapter Summaries**
(English/Spanish)

GIFTED AND TALENTED STUDENTS

-  **In-Depth Resources: Unit 2**
 - Primary Sources, pp. 52–55
 - Literature, pp. 56–58
 - American Lives: Jane Addams, p. 59; William Marcy Tweed, p. 60

Enrichment Activities

SE Student Edition, pp. 252–271

- Interact with History, pp. 252–253
- Tracing Themes, pp. 260–261

CHAPTER 7: PACING GUIDE

BLOCK SCHEDULE LESSON PLAN OPTIONS (90-MINUTE PERIOD)

DAY 1

CHAPTER 7 OPENER pp. 252–253

History from Visuals, p. 252

Class Time 10 minutes

Options for Pacing and Variety

- **Time Saver** Have students look at the photograph on page 252 and describe the scene, asking them questions from the TE page.
Class Time 10 minutes

Interact With History, p. 253

Class Time 20 minutes

Options for Pacing and Variety

- **Role-Playing** Ask students to read the situation depicted on page 253, and discuss as a class the issues raised in the questions.
Class Time 15 minutes

SECTION 1 pp. 254–261

Class Time 60 minutes

Options for Pacing and Variety

- **Peer Teaching** Have students work in groups and choose one of the quotations from “A Personal Voice” appearing throughout the section. Have them research in the library or on the Internet the subject of the quotation, for example, early Chinese immigrants or immigration tests. A representative from the group should summarize the facts they found. **Class Time** 30 minutes
- **Internet** Have students compare the immigration controversy that occurred during 1870–1920 to

DAY 1 continued

the current-day immigration controversy, using the Internet and library resources to investigate the issues. Also, have them evaluate the information they found on the Internet and determine the accuracy of the sites they visited. **Class Time** 40 minutes

- **Internet** Ask students to read the feature “Tracing Themes: Diversity and the National Identity” and answer the questions, using the Internet to do research for question 2. **Class Time** 20 minutes

DAY 2

SECTION 2 pp. 262–266

Class Time 30 minutes

Options for Pacing and Variety

- **Peer Teaching** Have students read excerpts from books about the lives of poorer city residents in the late 19th and early 20th centuries, using the activity on TE page 264, Differentiating Instruction: Clarifying Ideas. Take turns doing dramatic readings for the class. **Class Time** 30 minutes
- **Time Saver** Ask students to choose one of the urban problems discussed in this section and write a one-paragraph solution for homework. Have some students share their responses in class.
Class Time 15 minutes

SECTION 3 pp. 267–271

Class Time 30 minutes

Options for Pacing and Variety

- **Time Saver** Ask students to look at the political cartoon on page 269, on Boss Tweed. Discuss the questions, and ask them to speculate on the power of pictures over a written condemnation. Read them the additional information in the TE on Tweed’s attempts to bribe the New York Times and Thomas Nast, and ask them what might have happened had the bribe been accepted. **Class Time** 15 minutes
- **Peer Teaching** Have students complete the Section Assessment on their own, then share their graphics for question 2.
Class Time 25 minutes

DAY 2 continued

ASSESSMENT pp. 272–273

Class Time 30 minutes

Options for Pacing and Variety

- **Peer Teaching** Have students work in small groups to complete the Critical Thinking questions. Discuss the answers with the class.
Class Time 20 minutes
- **Time Saver** Have students share with the class the pamphlets they created for the Interact with History activity on page 273. Discuss the central question of the activity.
Class Time 30 minutes

TEACHER-TESTED ACTIVITY POLITICAL CARTOON

Class Time 45 minutes

Task Creating a political cartoon

Purpose To recognize myths and misconceptions about immigration to America

Lou Morrison, Lake Weir High School, Ocala, Florida

Supplies Needed

- Drawing paper
- Markers
- Standard reference materials or Internet access

Activity Have students analyze political cartoons of the era that stereotype or show discrimination against immigrants to America. Then tell students to create a political cartoon depicting the immigrant experience in the United States or Americans’ reaction to immigration. Have students create cartoons that are not stereotypical or discriminatory. Display the cartoons for discussion.



MULTIMEDIA PRESENTATION

Use of multimedia presentation software such as PowerPoint® or HyperStudio® helps students organize their thoughts and encourages them to develop and hone important presentation skills. The use of multimedia presentation software also helps students learn how to coordinate text and images to make an effective presentation.

ACTIVITY OUTLINE

Objective Students will create a multimedia presentation that illustrates the extent and diversity of European immigration to New York City in 1890. This project will give them practice not only in designing a multimedia presentation but also in organizing information in a logical and effective fashion.

Task Have students use the recommended Web sites at hmhsocialstudies.com to research European immigration during the late 19th century. Then have them design a multimedia guide to European immigration that explains the challenges faced by the different immigrant groups. Students will use charts, images, and text in their presentations.

Class Time Two class periods (one class for preparation; one class for presentation and discussion)

DIRECTIONS

1. Using the Web sites recommended at hmhsocialstudies.com, have students research immigration to the United States from European countries in 1890.
2. Have students create a bar graph showing the six largest European immigrant groups in New York City in 1890 (German, Irish, Russian, Austro-Hungarian, Italian, and English), as well as a seventh group for immigrants from all other countries. The y-axis of students' graphs should show percentages.
3. Direct students to use the Internet and find photographs of immigrants. (Remind students to observe copyright restrictions indicated on the Web site. Most sites allow use of their materials in the classroom, but students should check to make sure.) Students should download the photographs and paste them into slides in their presentations.
4. If students can't find a photo of an immigrant from a particular country, they may substitute an image of a famous American whose ancestors came from that country.
5. Next, have students title each slide and, for each slide, research and write a few sentences that address some of the following points:
 - Why did the immigrants from this country leave their homeland?
 - What advantages did these immigrants (as opposed to other immigrant groups) have in the United States?
 - What disadvantages did this group of immigrants have?
6. Have students share their multimedia presentations with the class.
7. **Optional Activity** Have students research and create a presentation on present-day immigration. Have them find six countries whose citizens are more likely to immigrate to the United States today than in the late 19th century. If possible, have students make a bar graph showing percentages of current U.S. immigration among these nationalities and a slide summarizing the reasons for their immigration.

Introduce the **Essential Question**

- Describe immigrant life in the United States.
- Explain the challenges of urbanization.
- Consider the politics of the Gilded Age.



IMMIGRANTS AND URBANIZATION

HISTORY from VISUALS

Interpreting the Photograph

Have students study the photograph and suggest words to describe the scene. (*busy, crowded, lively*) Ask students to comment on favorable and unfavorable aspects of city life depicted in this photograph. (*favorable—friendly people, sense of community, availability of food and goods; unfavorable—lack of privacy, crowded conditions*)

Extension Imagine you are an immigrant stepping onto the streets of New York City for the first time. Write a letter to your family and friends back home and describe the scene.

Time Line Discussion

Explain to students that this time line spans from the end of the 19th century through the beginning of the 20th century. Ask students to answer questions based on the time line:

- What year would be considered a milestone in aviation history? Why? (1903; *the Wright Brothers achieved the first successful airplane flight*)
- How and when did the nation expand geographically? (*U.S. annexed Hawaii in 1898*)
- What international event had a profound impact on the United States? (*Panama Canal opened*)

Essential Question myNotebook

What were the economic, social, and political effects of immigration?



Texas Essential Knowledge and Skills (TEKS)

3A, 3C, 3D, 26A, 26B, 26D, 29D

SECTION 1: The New Immigrants

Main Idea Immigration from Europe, Asia, the Caribbean, and Mexico reached a new high in the late 19th and early 20th centuries.

SECTION 2: The Challenges of Urbanization

Main Idea The rapid growth of cities forced people to contend with problems of housing, transportation, water, and sanitation.

SECTION 3: Politics in the Gilded Age

Main Idea Local and national political corruption in the 19th century led to calls for reform.

The intersection of Orchard and Hester Streets on New York City's Lower East Side, center of Jewish immigrant life in 1905.



1877 Rutherford B. Hayes is elected president.

1880 James A. Garfield is elected president.

1881 Chester A. Arthur succeeds Garfield after Garfield's assassination.

1884 Grover Cleveland is elected president.

1888 Benjamin Harrison is elected president.

1892 Grover Cleveland is elected to a second term.

USA
WORLD

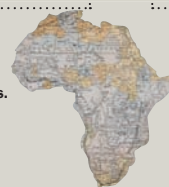
1880

1890

1876 Porfirio Díaz seizes power in Mexico.



1884 Berlin Conference meets to divide Africa among European nations.



1885 Indian National Congress forms.

1893 France establishes Indochina.

THEMES IN CHAPTER 7

AMERICA IN WORLD AFFAIRS

At the turn of the century, many countries experienced a marked increase in emigration. Immigrants came to the United States in search of economic opportunity, freedom from persecution, and a chance to improve their lives.

See Teacher's Edition note, p. 256.

IMMIGRATION AND MIGRATION

The settlers' quest for rich farmland, the California gold rush, the Homestead Act, the transcontinental railroad, and the Great Depression all contributed to migration within the United States.

See Teacher's Edition note, p. 257.

Access to education has long been a part of the American dream. Education enabled many immigrants to adjust to their new world. In school, children learned about democracy and civic responsibility.

See Teacher's Edition note, p. 263.

DIVERSITY AND NATIONAL IDENTITY

Immigrants brought their religious beliefs, languages, and social customs with them to the United States. Many immigrants also took advantage of the opportunities to learn about American culture by going to museums, theaters, and concerts.

See Teacher's Edition note, p. 265.

myNotebook

INTERACT WITH HISTORY

HISTORY



Ellis Island: Arrival

hmhsocialstudies.com VIDEO



INTERACT WITH HISTORY

The year is 1880. New York City's swelling population has created a housing crisis. Immigrant families crowd into apartments that lack light, ventilation, and sanitary facilities. Children have nowhere to play except in the streets and are often kept out of school to work and help support their families. You are a reformer who wishes to help immigrants improve their lives. As you read the chapter and explore the issues below, use the annotation tools in your eBook to record your thoughts.

Explore the Issues

- How can immigrants gain access to the services they need?
- What skills do newcomers need?
- How might immigrants respond to help from an outsider?

Objectives

- To motivate students to consider the problems brought on by rapid urbanization
- To help students understand how reformers endeavored to find solutions and improve city life

Explore the Issues

1. What types of services would immigrants need?
2. Where might immigrants find work and what skills would they need to do the job?
3. Why might immigrants feel uncertain about accepting outside help?

TEKS 3A analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism **3C** analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists **3D** describe the optimism of the many immigrants who sought a better life in America **26B** discuss the Americanization movement to assimilate immigrants and American Indians into American culture **26D** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society **29D** use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence

1896 William McKinley is elected president.

1898 Hawaii is annexed by the United States.

1900 McKinley is reelected.

1903 The Wright Brothers achieve the first successful airplane flight.



1910 The appearance of Halley's comet causes widespread panic.

1912 Woodrow Wilson is elected president.

1900

1910

1901 The Commonwealth of Australia is founded.

1905 Workers revolt in St. Petersburg, Russia.

1908 Oil is discovered in Persia.

1912 Qing dynasty in China is overthrown.

1914 Panama Canal opens.

RECOMMENDED RESOURCES

BOOKS FOR THE TEACHER

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. Harperperennial Library, 1991. Comprehensive examination of immigration.

Higham, John. *Strangers in the Land*. New York: Rutgers U Press, 1988. Immigrants and nativists.

Patterson, Jerry. *First Four Hundred: New York in the Gilded Age*. Rizzoli, 2000. Life in the opulent age.

BOOKS FOR THE STUDENT

Coan, Peter Morton. *Ellis Island Interviews*. Checkmark Books, 1998. Immigrants in their own words.

Kessler-Harris, Alice. *Out to Work*. New York: Oxford UP, 1983. Women in the industrialized workplace.

VIDEOS

The Great San Francisco Earthquake. PBS Home Video, 1988. 877-PBS-SHOP. Documentary.

Journey to America. PBS Home Video, 1988. 877-PBS-SHOP.

Ragtime. Dir. Milos Forman. 1981. Critics Choice Video. 800-993-6357.

SOFTWARE

Who Built America? CD-ROM. Voyager, 800-446-2001.

INTEGRATED TECHNOLOGY

For teacher support, visit . . .

hmhsocialstudies.com

OBJECTIVES

- 1 Identify immigrants' countries of origin.
- 2 Describe the journey immigrants endured and their experiences at United States immigration stations.
- 3 Examine the causes and effects of the nativists' anti-immigrant sentiments.

TEKS 3C analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists **3D** describe the optimism of the many immigrants who sought a better life in America


Focus & Motivate

Have students watch the video “From China to Chinatown” to learn about American attitudes toward Chinese immigrants.

Instruct

Instruct: Objective 1 Through the “Golden Door”

- From which parts of the world did immigrants come to the United States?
- For what reasons did they journey to America?

 In-Depth Resources: Unit 2
• Guided Reading, p. 39



SECTION 1



The New Immigrants

MAIN IDEA

Immigration from Europe, Asia, the Caribbean, and Mexico reached a new high in the late 19th and early 20th centuries.

WHY IT MATTERS NOW

This wave of immigration helped make the United States the diverse society it is today.

Terms & Names

- Ellis Island
- Angel Island
- melting pot
- nativism
- Chinese Exclusion Act
- Gentlemen's Agreement

One American's Story



Use the graphic organizer online to take notes about immigration to the United States.

In 1871, 14-year-old Fong See came from China to “Gold Mountain”—the United States. Fong See stayed, worked at menial jobs, and saved enough money to buy a business. Despite widespread restrictions against the Chinese, he became a very successful importer and was able to sponsor many other Chinese who wanted to enter the United States. Fong See had achieved the American dream. However, as his great-granddaughter Lisa See recalls, he was not satisfied.



A PERSONAL VOICE LISA SEE

“He had been trying to achieve success ever since he had first set foot on the Gold Mountain. His dream was very ‘American.’ He wanted to make money, have influence, be respected, have a wife and children who loved him. In 1919, when he traveled to China, he could look at his life and say he had achieved his dream. But once in China, he suddenly saw his life in a different context. In America, was he really rich? Could he live where he wanted? . . . Did Americans care what he thought? . . . The answers played in his head—no, no, no.”


—On Gold Mountain





Despite Fong See's success, he could not, upon his death in 1957, be buried next to his Caucasian wife because California cemeteries were still segregated.

1 Through the “Golden Door”


Driven by a sense of optimism, millions of immigrants entered the United States in the late 19th and early 20th centuries. Some, known as “birds of passage,” intended to immigrate temporarily to earn money to take back home. Many others believed that they would find a better life in America, free of the challenges they faced back home such as famine, land shortages, or persecution.


PROGRAM RESOURCES

-  In-Depth Resources: Unit 2
- Guided Reading, p. 39
 - Building Vocabulary, p. 42
 - Skillbuilder Practice: Creating Maps, p. 43
 - Reteaching Activity, p. 45
 - Primary Sources: Artifacts from Ellis Island, p. 52
 - Literature: *Call It Sleep*, pp. 56–58




-  Guided Reading Workbook
- Section 1
-  Spanish/English Guided Reading Workbook
- Section 1
-  Access for Students Acquiring English/ESL
- Guided Reading (Spanish), p. 94
-  Formal Assessment
- Section Quiz, p. 133

INTEGRATED TECHNOLOGY

-  Geography Transp. GT15
- Where Foreign-Born Lived, 1900

 hmhsocialstudies.com

TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparencies TT55
-  Online Test Practice

Background

From 1815 to 1848, a wave of revolutions—mostly sparked by a desire for constitutional governments—shook Europe. In 1830, for example, the Polish people rose up against their Russian rulers.

EUROPEANS Between 1870 and 1920, approximately 20 million Europeans arrived in the United States. Before 1890, most immigrants came from countries in western and northern Europe. Beginning in the 1890s, however, increasing numbers came from southern and eastern Europe. In 1907 alone, about a million people arrived from Italy, Austria-Hungary, and Russia.

Why did so many leave their homelands? Many of these new immigrants left to escape religious persecution. Whole villages of Jews were driven out of Russia by pogroms, organized attacks often encouraged by local authorities. Other Europeans left because of rising population. Between 1800 and 1900, the population in Europe doubled to nearly 400 million, resulting in a scarcity of land for farming. Farmers competed with laborers for too few industrial jobs. In the United States, jobs were supposedly plentiful. In addition, a spirit of reform and revolt had spread across Europe in the 19th century. Influenced by political movements at home, many young European men and women sought independent lives in America.

CHINESE AND JAPANESE While waves of Europeans arrived on the shores of the East Coast, Chinese immigrants came to the West Coast in smaller numbers. Between 1851 and 1883, about 300,000 Chinese arrived. Many came to seek their fortunes after the discovery of gold in 1848 sparked the California gold rush. Chinese immigrants helped build the nation's railroads, including the first transcontinental line. When the railroads were completed, they turned to farming, mining, and domestic service. Some, like Fong See, started businesses. However, Chinese immigration was sharply limited by a congressional act in 1882.

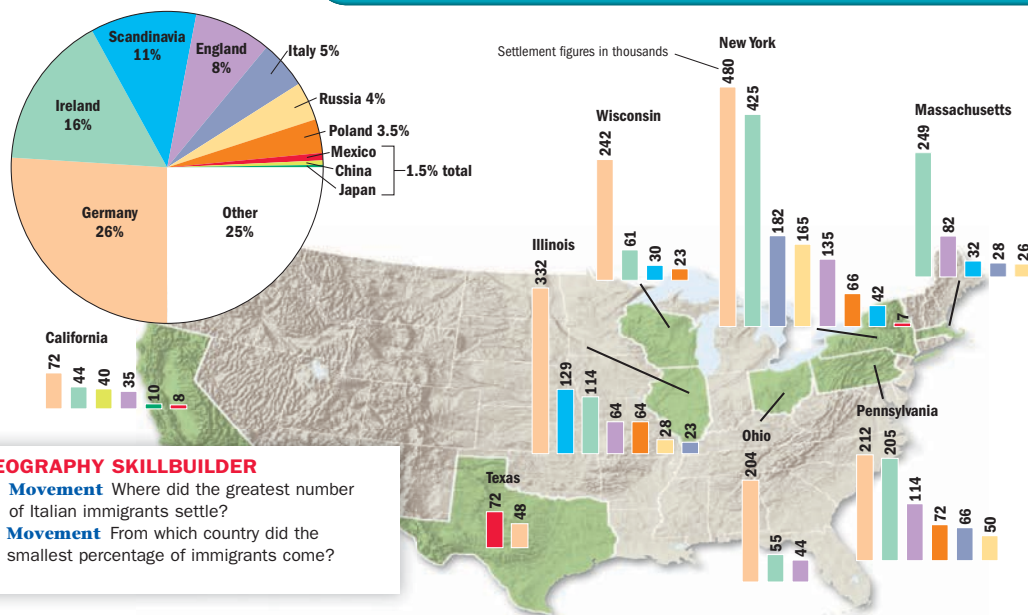
In 1884, the Japanese government allowed Hawaiian planters to recruit Japanese workers, and a Japanese emigration boom began. The United States' annexation of Hawaii in 1898 resulted in increased Japanese immigration to the West Coast. Immigration continued to increase as word of comparatively high American wages spread. The wave peaked in 1907, when 30,000 left Japan for the United States. By 1920, more than 200,000 Japanese lived on the West Coast.

Skillbuilder Answers
1. New York
2. Japan

HISTORY

VIDEO
Italians in America: Old World, New Land
hmhsocialstudies.com

U.S. Immigration Patterns, as of 1900



GEOGRAPHY SKILLBUILDER

- 1. Movement** Where did the greatest number of Italian immigrants settle?
- 2. Movement** From which country did the smallest percentage of immigrants come?

Immigrants and Urbanization 255

More About . . .

Chinese Railroad Labor

In 1865, the Central Pacific Railroad hired approximately 50 Chinese workers to lay tracks for the transcontinental line leading east from Sacramento. Within two years, 12,000 Chinese were employed on the project—about 90 percent of the work force. The work ethic and the ability of the Chinese immigrants impressed company officials. Company superintendent Charles Crocker said, “We are training them to do all kinds of labor: blasting, driving horses, handling rock as well as pick and shovel.”

HISTORY from VISUALS

Interpreting the Infographic

Show students that the map, bar graph, and pie chart present essentially the same information in different ways. For example, green represents Irish immigrants on the pie chart and on the bar graphs.

Extension Ask students to use a world almanac to find the latest U.S. immigration figures. Have students create a bar graph to show immigration percentages to the United States by continent.

Geography Transparencies GT15
· Where Foreign-Born Lived, 1900

ACTIVITY SKILLBUILDER LESSON

Audio Multimedia Sources

Explaining the Skill Historians use audio sources, such as recorded speeches, interviews, and radio programs, to build on the tradition of oral history.

Applying the Skill Ask students to choose an audio source and prepare an oral history about immigrant experiences. Suggest that students go to the library and check out records or tapes. They might also record interviews with family or friends who have stories to tell about immigrating. Have students present their oral histories to the class.

Tracing Themes

AMERICA IN WORLD AFFAIRS

Immigration Around the World

Immigration increased around the world during the late 1800s and early 1900s. Between 1850 and 1930, about 6.5 million people immigrated to Canada from Great Britain and the United States. In the late 1800s, some Chinese immigrants moved to Canada to work on railroad construction. Between 1850 and 1930, Italian, Spanish, and Portuguese immigrants settled in Latin America.

Instruct: Objective 2

Life in the New Land

- What difficulties did immigrants face on their journey to the United States?
- What were the differences and similarities between the two U.S. immigration centers?
- How did many immigrants cope after arriving in America?

In-Depth Resources: Unit 2
• Guided Reading, p. 39

More About . . .

The Transatlantic Journey

In the late 1800s, the price of a steerage ticket across the Atlantic was \$15, which was considerably less than it had been in the early 1800s. Toward the end of the 19th century, the United States was exporting raw materials such as cotton, timber, tobacco, and wheat to Europe. On the return trip, the ships carried less bulky items, such as china, linens, and wine. There was plenty of room for passengers if they were willing to ride in the cargo holds.

THE WEST INDIES AND MEXICO Between 1880 and 1920, about 260,000 immigrants arrived in the eastern and southeastern United States from the West Indies. They came from Jamaica, Cuba, Puerto Rico, and other islands. Many West Indians left their homelands because jobs were scarce and the industrial boom in the United States seemed to promise work for everyone.

Mexicans, too, immigrated to the United States to find work, as well as to flee political turmoil. The 1902 National Reclamation Act, which encouraged the irrigation of arid land, created new farmland in Western states and drew Mexican farm workers northward. After 1910, political and social upheavals in Mexico prompted even more immigration. About 700,000 people—7 percent of the population of Mexico at the time—came to the U.S. over the next 20 years.

2 Life in the New Land

No matter what part of the globe immigrants came from, they faced many adjustments to an alien—and often unfriendly—culture.

A DIFFICULT JOURNEY By the 1870s, almost all immigrants traveled by steamship. The trip across the Atlantic Ocean from Europe took approximately one week, while the Pacific crossing from Asia took nearly three weeks.

Many immigrants traveled in steerage, the cheapest accommodations in a ship's cargo holds. Rarely allowed on deck, immigrants were crowded together in the gloom, unable to exercise or catch a breath of fresh air. They often had to sleep in louse-infested bunks and share toilets with many other passengers. Under these conditions, disease spread quickly, and some immigrants died before they reached their destination. For those who survived, the first glimpse of America could be breathtaking.

A PERSONAL VOICE ROSA CAVALLERI

“America! . . . We were so near it seemed too much to believe. Everyone stood silent—like in prayer. . . . Then we were entering the harbor. The land came so near we could almost reach out and touch it. . . . Everyone was holding their breath. Me too. . . . Some boats had bands playing on their decks and all of them were tooting their horns to us and leaving white trails in the water behind them.”

—quoted in *Rosa: The Life of an Italian Immigrant*

European governments used passports to control the number of professionals and young men of military age who left the country.

ELLIS ISLAND After initial moments of excitement, the immigrants faced the anxiety of not knowing whether they would be admitted to the United States. They had to pass inspection at immigration stations, such as the one at Castle Garden in New York, which was later moved to **Ellis Island** in New York Harbor. About 20 percent of the immigrants at Ellis Island were detained for a day or more before being inspected. However, only about 2 percent of those were denied entry.

The processing of immigrants on Ellis Island was an ordeal that might take five hours or more. First, they had to pass a physical examination by a doctor. Anyone with a serious health problem or a contagious disease, such as tuberculosis, was promptly sent home. Those who passed the medical exam then reported to a government inspector. The inspector checked documents and questioned immigrants to

MAIN IDEA

Analyzing Causes

What reasons did people from other parts of the world have for immigrating to the United States?

A. Answer The desire to escape conditions such as land shortages, famine, and political or religious persecution; the prospect of land, jobs, or higher wages.

Vocabulary **tuberculosis:** a bacterial infection, characterized by fever and coughing, that spreads easily



DIFFERENTIATING INSTRUCTION

LESS PROFICIENT READERS

Clarifying Ideas ELPs 1C, 4D

Reading a passage twice is a prereading activity that can help clarify meaning for students. This is especially true when the material is packed with information. Choose a detailed page or passage, such as Ellis Island on pages 256–257, and apply this technique.

After students read this section, have them select a difficult passage or page to read a second time. Point out that people who read highly technical material often read and reread sections in order to understand them. Ask students if and why they think this method might be useful for them.



Many immigrants, like these arriving at Ellis Island, were subjected to tests such as the one below. To prove their mental competence, they had to identify the four faces looking left in 14 seconds. Can you do it?

TESTS FOR DETECTION OF DEFECTIVES.

FIG. 4.—More Section of “V. C.” test. The subject should be able to point out the four moans that are looking to the left in four teen seconds, if he is directed to begin at the center, right-hand extreme and proceed systematically along each line, left to right.

A. B.

C. D.

E.

FIG. 5.—The Key Section of the “V. C.” test. The time element has not been worked out for this section, but it is fairly the less valuable. “A” is shown the subject and he is asked to find the nearest like it in Fig. 4. “B” is shown and he is asked to find it in Fig. 4. “C” is shown and he is asked to find it in Fig. 4. “D” is shown and he is asked to find it in Fig. 4. “E” is shown and he is asked to find it in Fig. 4.

Vocabulary
felony: any one of the most serious crimes under the law, including murder, rape, and burglary

determine whether they met the legal requirements for entering the United States. The requirements included proving they had never been convicted of a felony, demonstrating that they were able to work, and showing that they had some money (at least \$25 after 1909). One Irish immigrant, Mary Mullins Gordon, describes the overwhelming surroundings that newcomers encountered at Ellis Island.

A PERSONAL VOICE MARY MULLINS GORDON

“When I saw Ellis Island, it’s a great big place, . . . We all had to gather your bags, and the place was crowded with people and talking, and crying, . . . And we passed through some of the halls there, big open spaces there, and there was bars, and there was people behind these bars, and they were talking different languages, and I was scared to death. I thought I was in jail.”

—Ellis Island Oral History Project

From 1892 to 1924, Ellis Island was the chief immigration station in the United States. An estimated 17 million immigrants passed through its noisy, bustling facilities.

ANGEL ISLAND While European immigrants arriving on the East Coast passed through Ellis Island, Asians—primarily Chinese—arriving on the West Coast gained admission at **Angel Island** in San Francisco Bay. Between 1910 and 1940, about 50,000 Chinese immigrants entered the United States through Angel Island. Processing at Angel Island stood in contrast to the procedure at Ellis Island. Immigrants endured harsh questioning and a long detention in filthy, ramshackle buildings while they waited to find out whether they would be admitted or rejected. **B**

COOPERATION FOR SURVIVAL Once admitted to the country, immigrants faced the challenges of finding a place to live, getting a job, and getting along in daily life while trying to understand an unfamiliar language and culture. Many immigrants sought out people who shared their cultural values, practiced their religion,

Immigrants and Urbanization 257

More About . . .

Ellis Island

The buildings on Ellis Island were restored during the 1980s, and the Ellis Island Immigration Museum opened in 1990. One exhibit is a display of belongings that immigrants brought over from their home countries. Steerage passengers were allowed to bring only a hundred pounds of goods. Immigrants had to leave many of their possessions behind. The museum display includes musical instruments, fine lace, tools, books, religious objects, family pictures, and handmade quilts.

- In-Depth Resources: Unit 2
- Primary Sources: Artifacts from Ellis Island, p. 52
- Literature: *Call It Sleep*, pp. 56–58

Tracing Themes

IMMIGRATION AND MIGRATION

Migration Within America

American settlers have been on the move since the nation was founded. Many early settlers stayed along the east coast, but others moved westward in search of farmland. Some southerners moved west to Kentucky and Tennessee when their land began to erode. The California gold rush and the Homestead Act of 1862 spurred even more westward migration. African Americans migrated north during the “Great Migration” to escape Southern persecution. The Great Depression and drought of the 1930s put Americans on the move again.

HISTORY

VIDEO
Angel Island:
Ellis Island of
the West
hmsocialstudies.com

B. Answer
Medical and administrative inspections and, on Angel Island, harsh questioning and detention.

MAIN IDEA

Identifying Problems

B What difficulties did immigrants face in gaining admission to the United States?

ACTIVITY LINK TO LANGUAGE ARTS

Writing Letters or Poems About Immigrant Experiences

Class Time 45 minutes

Task Writing letters or poems based on an imagined immigrant experience

Purpose To sensitize students to the difficulties faced by newcomers to a foreign culture

Directions Ask each student to imagine what it would have been like to be an immigrant. Have students create a letter or a poem about their imagined experience. Ask students to describe their feelings and observations and the challenges of being a newcomer. Ask students to share their creative writing with the class.

Integrated Assessment
• Rubric 5


More About . . .

The Generation Gap

Immigrant parents were often concerned about passing down a cultural heritage to their children. Often, however, children were eager to fit in and be American and were embarrassed by their parents' traditions. Children sometimes tried to separate from their own cultures by refusing to recite traditional prayers or speak their native languages. Parents were confused and saddened by this behavior. Some wondered if the price of coming to the United States was too high.

Instruct: Objective 3
Immigration Restrictions

- What did nativists believe?
- How did the Chinese Exclusion Act and the Gentleman's Agreement limit Asian immigration?


 In-Depth Resources: Unit 2
• Guided Reading, p. 39

More About . . .

Nativism and the Anti-Defamation League

The Anti-Defamation League [ADL] was established in 1913 by Jewish lawyer Sigmund Livingston in response to nativist beliefs—in particular the emphasis on Anglo-Saxon superiority. The League mandate was “to stop, by appeals of reason and conscience, and if necessary, by appeals to law, the defamation of the Jewish people . . . to secure justice and fair treatment to all citizens alike.” Since its inception, the ADL has fought discrimination in employment and housing, college admission quotas, and restrictive immigration policies.

and spoke their native language. The ethnic communities were life rafts for immigrants. People pooled their money to build churches or synagogues. They formed social clubs and aid societies. They founded orphanages and homes for the elderly, and established cemeteries. They even published newspapers in their own languages.

Committed to their own cultures but also trying hard to grow into their new identities, many immigrants came to think of themselves as “hyphenated” Americans. As hard as they tried to fit in, these new Polish- and Italian- and Chinese-Americans felt increasing friction as they rubbed shoulders with people born and raised in the United States. Native-born people often disliked the immigrants' unfamiliar customs and languages, and viewed them as a threat to the American way of life. 

3 Immigration Restrictions

Many native-born Americans thought of their country as a **melting pot**, a mixture of people of different cultures and races who blended together by abandoning their native languages and customs. Many new immigrants, however, did not wish to give up their cultural identities. As immigration increased, strong anti-immigrant feelings emerged.

THE RISE OF NATIVISM One response to the growth in immigration was **nativism**, or overt favoritism toward native-born Americans. Nativism gave rise to anti-immigrant groups and led to a demand for immigration restrictions.

Many nativists believed that Anglo-Saxons—the Germanic ancestors of the English—were superior to other ethnic groups. These nativists did not object to immigrants from the “right” countries. Prescott F. Hall, a founder in 1894 of the Immigration Restriction League, identified desirable immigrants as “British, German, and Scandinavian stock, historically free, energetic, progressive.” Nativists thought that problems were caused by immigrants from the “wrong” countries—“Slav, Latin, and Asiatic races, historically down-trodden . . . and stagnant.”

Nativists sometimes objected more to immigrants' religious beliefs than to their ethnic backgrounds. Many native-born Americans were Protestants and thought that Roman Catholic and Jewish immigrants would undermine the democratic institutions established by the country's Protestant founders. The American Protective Association, a nativist group founded in 1887, launched vicious anti-Catholic attacks, and many colleges, businesses, and social clubs refused to admit Jews.

In 1897, Congress—influenced by the Immigration Restriction League—passed a bill requiring a literacy test for immigrants. Those who could not read 40 words in English or their native language would be refused entry. Although President Cleveland vetoed the bill, it was a powerful statement of public sentiment. In 1917, a similar bill would be passed into law in spite of President Woodrow Wilson's veto.

ANTI-ASIAN SENTIMENT Nativism also found a foothold in the labor movement, particularly in the West, where native-born workers feared that jobs would go to Chinese


Chinese immigrants wait outside the hospital on Angel Island in San Francisco Bay, 1910.



Vocabulary
synagogue: place of meeting for worship and religious instruction in the Jewish faith

MAIN IDEA

Summarizing


 How did immigrants deal with challenges they faced?

C. Answer
They helped one another, forming ethnic enclaves, social clubs, and aid societies.

Vocabulary
progressive: favoring advancement toward better conditions or new ideas

DIFFERENTIATING INSTRUCTION

LESS PROFICIENT READERS

Using the Narrative  4F

Point out to students that some of the information in this section is presented in first-person quotations, in which new immigrants describe their experiences. Have students find these quotes and identify each speaker and his or her country of origin. Locate the countries on a world map. Have students discuss how each quotation supports information in the section.

immigrants, who would accept lower wages. The depression of 1873 intensified anti-Chinese sentiment in California. Work was scarce, and labor groups exerted political pressure on the government to restrict Asian immigration. The founder of the Workingmen's Party, Denis Kearney, headed the anti-Chinese movement in California. He made hundreds of speeches throughout the state, each ending with the message, "The Chinese must go!"

In 1882, Congress slammed the door on Chinese immigration for ten years by passing the **Chinese Exclusion Act**. This act banned entry to all Chinese except students, teachers, merchants, tourists, and government officials. In 1892, Congress extended the law for another ten years. In 1902, Chinese immigration was restricted indefinitely; the law was not repealed until 1943.

THE GENTLEMEN'S AGREEMENT The fears that had led to anti-Chinese agitation were extended to Japanese and other Asian people in the early 1900s. In 1906, the local board of education in San Francisco segregated Japanese children by putting them in separate schools. When Japan raised an angry protest at this treatment of its emigrants, President Theodore Roosevelt worked out a deal. Under the **Gentlemen's Agreement** of 1907–1908, Japan's government agreed to limit emigration of unskilled workers to the United States in exchange for the repeal of the San Francisco segregation order.

Although doorways for immigrants had been all but closed to Asians on the West Coast, cities in the East and the Midwest teemed with European immigrants—and with urban opportunities and challenges.



▲ Fear and resentment of Chinese immigrants sometimes resulted in mob attacks, like the one shown here.

TEKS Extension: 15C

Chinese Exclusion Act of 1882
The Chinese Exclusion Act reflects the overlap of economic concerns and U.S. foreign policy. The act, the first major law restricting immigration to the United States, was intended to halt the flow of Chinese laborers to the country for 10 years in order to preserve jobs for native-born Americans. Instead other immigrants—particularly Japanese—filled these jobs, leaving the issue unresolved. Still, the law was extended for another 10 years in 1892 before becoming permanent in 1902. The law was repealed in 1943, when a limited number of Chinese immigrants were allowed to enter the United States.

Assess & Reteach

SECTION 1 ASSESSMENT

Have groups of students divide up the questions and work together to find the answers.

- Formal Assessment · Section Quiz, p. 133

SELF-ASSESSMENT

Have students compare the immigration controversy that occurred between 1870 and 1920 and present day immigration controversy.

RETEACH

Discuss the issues faced by immigrants to the United States.

- In-Depth Resources: Unit 2 · Reteaching Activity, p. 45

SECTION 1

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Ellis Island
- Angel Island
- melting pot
- nativism
- Chinese Exclusion Act
- Gentlemen's Agreement

MAIN IDEA

2. USING YOUR NOTES

Create a diagram such as the one below. List two or more causes of each effect.

Causes	Effects
1. 2. 3.	Immigrants leave their home countries.
1. 2. 3.	Immigrants face hardships in the United States.
1. 2. 3.	Some nativists want to restrict immigration.

CRITICAL THINKING

3. IDENTIFYING PROBLEMS

Which group of immigrants do you think faced the greatest challenges in the United States? Why?

4. ANALYZING EFFECTS

What were the effects of the massive influx of immigrants to the U.S. in the late 1800s?

5. SUMMARIZING

Describe how many immigrants felt about seeking new lives in the United States.

6. EVALUATING

What arguments can you make against nativism and anti-immigrant feeling? **Think About:**

- the personal qualities of immigrants
- the reasons for anti-immigrant feeling
- the contributions of immigrants to the United States

Answers ASSESSMENT

SECTION 1

1. TERMS & NAMES

Ellis Island, p. 256; Angel Island, p. 257; melting pot, p. 258; nativism, p. 258; Chinese Exclusion Act, p. 259; Gentlemen's Agreement, p. 259

2. USING YOUR NOTES

Leaving home countries: poverty, religious persecution, shortage of land, lack of jobs.

Hardships: foreign culture, detention, interrogation, discrimination, urban life.

Nativist opposition: intolerance, prejudice, economic depression.

3. IDENTIFYING PROBLEMS

The Chinese were subjected to interrogation and detention on Angel Island. Nativists pushed for immigration

restriction. The Chinese Exclusion Act of 1882 made it extremely difficult for the Chinese to enter the United States.

4. ANALYZING EFFECTS

Rapid urban growth; formation of ethnic communities, rise of nativism and anti-immigrant sentiments, competition for jobs.

5. SUMMARIZING

Many immigrants felt optimistic about the opportunities, freedom, and better life they might find in the United States.

6. EVALUATING

Immigrants were brave and willing to work hard; there is value in being exposed to many ways of life; nativists themselves were descendants of immigrants.

TRACING THEMES

OBJECTIVES

- Describe the growth of diversity in the United States.
- Recognize the contributions that immigrants have made to the United States.

Focus & Motivate

Ask students to discuss the meaning of the motto on the presidential seal, “E pluribus unum,” or “out of many, one.”

More About . . .

The Statue of Liberty

The Statue of Liberty rises 151 feet above the entrance to New York’s harbor. Broken shackles lie at her feet. She holds a tablet in her hand that bears the inscription, “July 4, 1776,” the date of the Declaration of Independence. The French gave the statue to the United States to commemorate 100 years of American independence from Great Britain. The Statue of Liberty was built in Paris, disassembled, shipped to New York, and put back together. President Grover Cleveland officially dedicated it on October 28, 1886.

TRACING THEMES

Diversity and the National Identity

Before the first Europeans arrived, a variety of cultural groups—coastal fishing societies, desert farmers, plains and woodland hunters—inhabited North America. With the arrival of Europeans and Africans, the cultural mix grew more complex. Although this diversity has often produced tension, it has also been beneficial. As different groups learned from one another about agriculture, technology, and social customs, American culture became a rich blend of cultures from around the world.

1610s–1870s

SPANISH NORTH AMERICA

Spanish missionaries in the Southwest tried to impose their culture upon Native Americans. However, many Native Americans retained aspects of their original cultures even as they took on Spanish ways. For example, today many Pueblo Indians of New Mexico perform ancient ceremonies, such as the Corn Dance, in addition to celebrating the feast days of Catholic saints. Later, the first cowboys—descendants of the Spanish—would introduce to white Americans cattle-ranching techniques developed in Mexico.



1776

THE DECLARATION OF INDEPENDENCE

The signers of the Declaration of Independence were descendants of immigrants. The founders’ ancestors had come to North America in search of economic opportunity and freedom of religious expression. When the Second Continental Congress declared a “United States” in 1776, they acknowledged that the country would contain diverse regions and interests. Thus the founders placed on the presidential seal the motto “E Pluribus Unum”—“out of many, one.”



1862–1863

THE EMANCIPATION PROCLAMATION

At the midpoint of the Civil War, President Abraham Lincoln issued the Emancipation Proclamation, freeing all slaves in areas of the Union that were in rebellion. Although the Proclamation could not be enforced immediately, it was a strong statement of opposition to slavery, and it paved the way for African Americans’ citizenship.

RECOMMENDED RESOURCES

BOOKS

Guarneri, Carl and John Higham, eds. *Hanging Together: Unity and Diversity in American Culture*. New Haven: Yale UP, 2001. Essays about the multicultural identity of America.

Kammen, Michael G. *Contested Values: Democracy and Diversity in*

American Culture. New York: Bedford/St. Martin’s, 1994.

Naylor, Larry L., ed. *Cultural Diversity in the United States*. South Hadley, MA: Bergin & Garvey, 1997.

Shinagawa, Larry Hajime, and Michael Jang. *Atlas of American Diversity*. AltaMira Press, 1998. In-depth look at America’s major cultural groups. Includes more than 200 graphics.

Susser, Ida, and Thomas Carl Patterson, eds. *Cultural Diversity in the United States: A Critical Reader*. Williston: Blackwell Publishers, 2000. Collection of contemporary writings on the issue of diversity in America.

VIDEOS

America Becoming. Dir. Charles Burnett. USA, 1991. Documents the experience of American newcomers in

six cities across the United States

America’s Multicultural Heritage. Educational Video Network. 1996. A historical look at the mixing of different cultures in the United States.

INTEGRATED TECHNOLOGY

For teacher support, visit . . .

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1886

THE STATUE OF LIBERTY

Jewish poet Emma Lazarus wrote the famous lines inscribed at the foot of the Statue of Liberty, "Give me your tired, your poor,/Your huddled masses yearning to breathe free, . . ." The statue's dedication took place during the most extensive wave of immigration the United States has ever known.

Many native-born Americans felt that the newcomers should fully immerse themselves in their new culture. However, most immigrants combined American language and customs with their traditional ways. As immigrants celebrated Independence Day and Thanksgiving, they introduced into American culture new celebrations, such as Chinese New Year and Cinco de Mayo.



2000

21ST-CENTURY DIVERSITY

In 1998, three countries (Mexico, China, and India) contributed a third of the total number of immigrants to the United States. The rest of 1998's immigrants came from countries as diverse as Vietnam, Sudan, and Bosnia.

American athletes at the 2000 Olympic Games in Sydney, Australia, reflected the increasing diversity of the U.S., pointing toward a future in which there may no longer be a majority racial or ethnic group.



THINKING CRITICALLY

CONNECT TO HISTORY

- Analyzing Motives** Why do you think some groups have tried to suppress the culture of others over the course of history? Why have many groups persisted in retaining their cultural heritage?

CONNECT TO TODAY

- Predicting Effects** Research current U.S. policy on immigration. How might this policy affect cultural diversity? Write a short editorial from one of the following viewpoints:
 - U.S. immigration policy needs to change.
 - U.S. immigration policy should be maintained.

hmhsocialstudies.com RESEARCH WEB LINKS

Immigrants and Urbanization 261

Instruct

1. In what ways have Native Americans kept their cultural traditions alive?
2. What is the significance of the Emancipation Proclamation?
3. What immigrant contributions to United States culture are discussed in this section?

MAKING PERSONAL CONNECTIONS

Ask students to discuss the cultural diversity they observe and experience on a daily basis at school and in the community.

More About . . .

21st Century Diversity

According to the 2000 census, the United States population is 71 percent Caucasian, 12 percent African American, 12 percent Hispanic, 4 percent Asian, and around 1 percent Native American. In 2050, observers predict that Caucasians will comprise approximately 53 percent of the population, African Americans about 13 percent, Asians close to 9 percent, and Native Americans 1 percent. The greatest increase is expected for Hispanics, who will account for almost 25 percent of the U.S. population by the middle of the century.

THINKING CRITICALLY: ANSWERS

CONNECT TO HISTORY

Attempts to suppress: racist beliefs, religious prejudice, economic competition, fear of political or social takeover by newcomers, fear of difference.

Cultural traditions: Formed close communities, valued heritage, passed down beliefs to next generation.

CONNECT TO TODAY

Rubrics

An editorial should . . .

- show evidence of research on current U.S. immigration policy
- present an organized and supported argument for one of the viewpoints

OBJECTIVES

- 1 Describe the movement of immigrants to cities and the opportunities they found there.
- 2 Explain how cities dealt with housing, transportation, sanitation, and safety issues.
- 3 Describe some of the organizations and people who offered help to urban immigrants.

TEKS 3C analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists **26B** discuss the Americanization movement to assimilate immigrants and American Indians into American culture **26D** identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society

Focus & Motivate

Discuss with students what it would be like for them to adjust to school in a foreign country. Ask students to suggest ways they might help a foreign student adjust to school in the United States.

Instruct

Instruct: Objective 1

Urban Opportunities

- Why did many immigrants settle in the nation's cities?
- What was the goal of the Americanization movement?
- For what reasons did a number of Americans move from the country to the cities?

 Critical Thinking Transparencies CT15
• Urban Growth



SECTION 2

The Challenges of Urbanization

MAIN IDEA

The rapid growth of cities forced people to contend with problems of housing, transportation, water, and sanitation.

WHY IT MATTERS NOW

Consequently, residents of U.S. cities today enjoy vastly improved living conditions.

Terms & Names

- urbanization
- Americanization movement
- tenement
- mass transit
- settlement house
- Jane Addams
- Social Gospel

One American's Story



Use the graphic organizer online to take notes about urbanization and its problems.

In 1870, at age 21, Jacob Riis left his native Denmark for the United States. Riis found work as a police reporter, a job that took him into some of New York City's worst slums, where he was shocked at the conditions in the overcrowded, airless, filthy tenements. Riis used his talents to expose the hardships of New York City's poor.

A PERSONAL VOICE JACOB RIIS

"Be a little careful, please! The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. . . . Close [stuffy]? Yes! What would you have? All the fresh air that ever enters these stairs comes from the hall-door that is forever slamming. . . . Here is a door. Listen! That short hacking cough, that tiny, helpless wail—what do they mean? . . . The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it."

—How the Other Half Lives




As many as 12 people slept in rooms such as this one in New York City, photographed by Jacob Riis around 1889.





Making a living in the late 19th and early 20th centuries was not easy. Natural and economic disasters had hit farmers hard in Europe and in the United States, and the promise of industrial jobs drew millions of people to American cities. The urban population exploded from 10 million to 54 million between 1870 and 1920. This growth revitalized the cities but also created serious problems that, as Riis observed, had a powerful impact on the new urban poor.

1 Urban Opportunities




The technological boom in the 19th century contributed to the growing industrial strength of the United States. The result was rapid **urbanization**, or growth of cities, mostly in the regions of the Northeast and Midwest.


PROGRAM RESOURCES

-  In-Depth Resources: Unit 2
 - Guided Reading, p. 40
 - Reteaching Activity, p. 46
 - Geography Application, pp. 48–49
 - Outline Map, pp. 50–51
 - Primary Sources: *How the Other Half Lives*, p. 53; from *Twenty Years at Hull-House*, p. 54
 - American Lives: Jane Addams, p. 59




-  Guided Reading Workbook
 - Section 2
-  Spanish/English Guided Reading Workbook
 - Section 2
-  Access for Students Acquiring English/ESL
 - Guided Reading (Spanish), p. 95
 - Geography Application, pp. 99–100
-  Formal Assessment
 - Section Quiz, p. 134

INTEGRATED TECHNOLOGY

-  Geography Transp. GT15
 - Where Foreign-Born Lived, 1900
-  Critical Thinking Transp. CT15, CT49
 - Urban Growth
 - From Country to City, 1870–1920
-  Humanities Transp. HT15
 - Cliff Dwellers

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TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparency TT56
-  Online Test Practice

IMMIGRANTS SETTLE IN CITIES

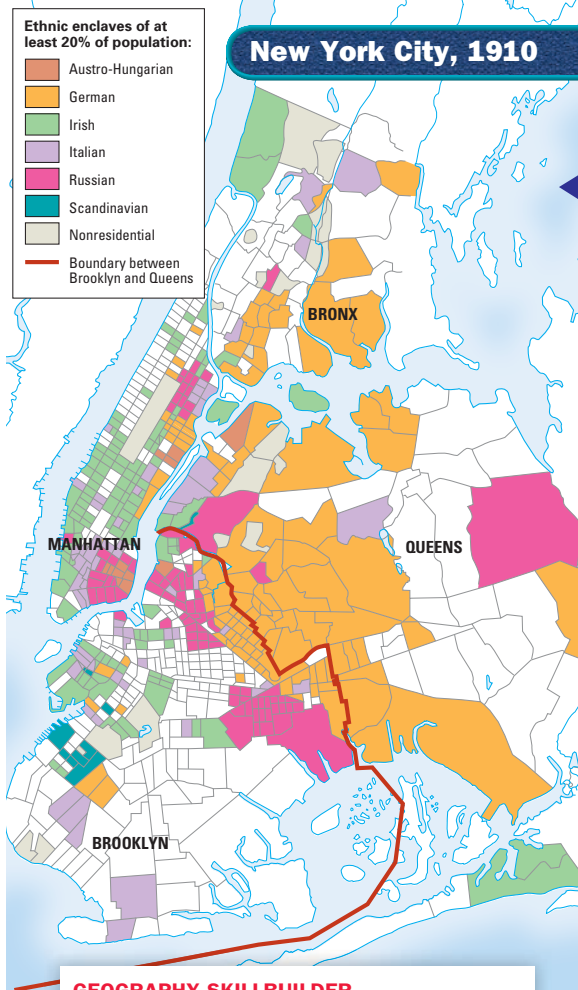
Most of the immigrants who streamed into the United States in the late 19th century became city dwellers because cities were the cheapest and most convenient places to live. Cities also offered unskilled laborers steady jobs in mills and factories. By 1890, there were twice as many Irish residents in New York City as in Dublin, Ireland. By 1910, immigrant families made up more than half the total population of 18 major American cities.

The **Americanization movement** was designed to assimilate people of wide-ranging cultures into the dominant culture. This social campaign was sponsored by the government and by concerned citizens. Schools and voluntary associations provided programs to teach immigrants skills needed for citizenship, such as English literacy and American history and government. Subjects such as cooking and social etiquette were included in the curriculum to help the newcomers learn the ways of native-born Americans. **A**

Despite these efforts, many immigrants did not wish to abandon their traditions. Ethnic communities provided the social support of other immigrants from the same country. This enabled them to speak their own language and practice their customs and religion. However, these neighborhoods soon became overcrowded, a problem that was intensified by the arrival of new transplants from America's rural areas.

MIGRATION FROM COUNTRY TO CITY Rapid improvements in farming technology during the second half of the 19th century were good news for some farmers but bad news for others. Inventions such as the McCormick reaper and the steel plow made farming more efficient but meant that fewer laborers were needed to work the land. As more and more farms merged, many rural people moved to cities to find whatever work they could.

Many of the Southern farmers who lost their livelihoods were African Americans. Between 1890 and 1910, about 200,000 African Americans moved north and west, to cities such as Chicago and Detroit, in an effort to escape racial violence, economic hardship, and political oppression. Many found conditions only somewhat better than those they had left behind. Segregation and discrimination were often the reality in Northern cities. Job competition between blacks and white immigrants caused further racial tension.

New York City, 1910**GEOGRAPHY SKILLBUILDER**

- 1. Place** What general pattern of settlement do you notice?
- 2. Movement** Which ethnic group settled in the largest area of New York City?

Skillbuilder Answers

1. Immigrants often settled near others of similar backgrounds.
2. Germans

HISTORY from VISUALS**Interpreting the Map**

Point out that each ethnic group is represented by a different color on the map. Ask students to look at the map and answer the following question: Which of the four areas of New York City appears to have the most diverse population and why might that diversity have occurred there? (*Brooklyn: possibly the location of jobs and inexpensive housing. Manhattan: some students may suggest that many immigrants settled in this urban area of New York City*)

Tracing Themes**IMMIGRATION AND MIGRATION****Educational Opportunities**

To many new immigrants, free education seemed a miracle. One immigrant recalled her father had “brought his children to school as if it were an act of consecration.” In school, children learned about American history and government and gained proficiency in English. Many immigrant parents worked during the day and went to school at night. They also had the opportunity to learn English, American history, and the fundamentals of democratic government.

- In-Depth Resources: Unit 2
 - Geography Application, pp. 48–49
 - Outline Map, pp. 50–51

- Critical Thinking Transparencies CT49
 - From Country to City, 1870–1920

ACTIVITY SKILLBUILDER LESSON**Creating Maps**

Explaining the Skill Maps are visual representations of information about geographic areas. When creating a map, students might find it helpful to use another map as a guide.

Applying the Skill Ask students to make a map of the United States showing major areas of immigrant settlement. (*New York, Chicago, Los Angeles, German settlements in North Dakota, Norwegian settlements in Minnesota, Japanese in California, or Latin Americans in Texas or Florida.*) You may want to use your community or state for this activity.

- In-Depth Resources: Unit 2
 - Skillbuilder Practice: Creating Maps, p. 43

2 Urban Problems

As the urban population skyrocketed, city governments faced the problems of how to provide residents with needed services and safe living conditions.

HOUSING When the industrial age began, working-class families in cities had two housing options. They could either buy a house on the outskirts of town, where they would face transportation problems, or rent cramped rooms in a boardinghouse in the central city. As the urban population increased, however, new types of housing were designed. For example, row houses—single-family dwellings that shared side walls with other similar houses—packed many single-family residences onto a single block.

After working-class families left the central city, immigrants often took over their old housing, sometimes with two or three families occupying a one-family residence. As Jacob Riis pointed out, these multifamily urban dwellings, called **tenements**, were overcrowded and unsanitary.

In 1879, to improve such slum conditions, New York City passed a law that set minimum standards for plumbing and ventilation in apartments. Landlords began building tenements with air shafts that provided an outside window for each room. Since garbage was picked up infrequently, people sometimes dumped it into the air shafts, where it attracted vermin. To keep out the stench, residents nailed windows shut. Though established with good intent, these new tenements soon became even worse places to live than the converted single-family residences. **B**

TRANSPORTATION Innovations in **mass transit**, transportation systems designed to move large numbers of people along fixed routes, enabled workers to go to and from jobs more easily. Street cars were introduced in San Francisco in 1873 and electric subways in Boston in 1897. By the early 20th century, mass-transit networks in many urban areas linked city neighborhoods to one another and to outlying communities. Cities struggled to repair old transit systems and to build new ones to meet the demand of expanding populations.

WATER Cities also faced the problem of supplying safe drinking water. As the urban population grew in the 1840s and 1850s, cities such as New York and Cleveland built public waterworks to handle the increasing demand. As late as the 1860s, however, the residents of many cities had grossly inadequate piped water—or none at all. Even in large cities like New York, homes seldom had indoor plumbing, and residents had to collect water in pails from faucets on the street


and heat it for bathing. The necessity of improving water quality to control diseases such as cholera and typhoid fever was obvious. To make city water safer, filtration was introduced in the 1870s and chlorination in 1908. However, in the early 20th century, many city dwellers still had no access to safe water.

SANITATION As the cities grew, so did the challenge of keeping them clean. Horse manure piled up on the streets, sewage flowed through open gutters, and factories spewed foul smoke into the air. Without dependable trash collection, people dumped their garbage on the streets. Although private contractors called scavengers were hired to sweep the streets, collect garbage, and clean outhouses, they

Instruct: Objective 2

Urban Problems

- What were the housing problems that many poor city dwellers faced?
- What other difficulties did immigrants and poor residents encounter?

 In-Depth Resources: Unit 2
• Guided Reading, p. 40

 Humanities Transparencies HT15
• Cliff Dwellers

Connections Across Time

1910 AND TODAY

Immigrants and Cities

Today, immigrants to urban areas in the United States often find that jobs are scarce. Many work in fast-food restaurants, laundries, car washes, dry cleaners, or as domestics. Some immigrants receive a government subsidy until they become fully self-supporting. Government welfare was not available to immigrants in the early 20th century, although charitable organizations offered some assistance.

Sanitation problems in big cities were overwhelming. It was not unusual to see a dead horse in the street.

More About . . .

Transportation

In the 1800s, the streets of most American cities were not paved. Roads were dusty in summer and muddy in winter. Improvements were slow, and there was controversy over paving materials. Asphalt was smooth, long lasting, and easy to clean, but expensive. Engineers finally developed a cheaper way to produce asphalt, and it became widely used in paving city streets.



264 CHAPTER 7

MAIN IDEA

Identifying Problems

B What housing problems did urban working-class families face?

B. Answer Transportation difficulties, overcrowding, and unsanitary conditions.

Vocabulary

chlorination: a method of purifying water by mixing it with the chemical chlorine

DIFFERENTIATING INSTRUCTION

LESS PROFICIENT READERS

Clarifying Ideas **ELPS** 2D, 2I

One way to show students what big cities were like in the late 19th and early 20th centuries is to take them to a local historical society or museum. If an outing is not an option, read first-person accounts of life at that time. Read selected portions from factual or fictional accounts aloud. Have students take turns doing dramatic readings. At right is a list of suggested reading. Ask listeners to take notes on the readings performed by their fellow students. Encourage students to seek clarification of any language they do not understand. Then ask student volunteers to summarize what they heard.

All for the Better: A Story of El Barrio by Nicholasa Mohr

David Copperfield by Charles Dickens

How the Other Half Lives by Jacob A. Riis

“Thank You, M’am” by Langston Hughes

The Lost Garden by Lawrence Yep

MAIN IDEA

Analyzing Effects

C How did conditions in cities affect people's health?

C. Answer
Lack of clean water and inadequate sanitation spread disease.

often did not do the jobs properly. By 1900, many cities had developed sewer lines and created sanitation departments. However, the task of providing hygienic living conditions was an ongoing challenge for urban leaders. **C**

CRIME As the populations of cities increased, pickpockets and thieves flourished. Although New York City organized the first full-time, salaried police force in 1844, it and most other city law enforcement units were too small to have much impact on crime.



FIRE The limited water supply in many cities contributed to another menace: the spread of fires. Major fires occurred in almost every large American city during the 1870s and 1880s. In addition to lacking water with which to combat blazes, most cities were packed with wooden dwellings, which were like kindling waiting to be ignited. The use of candles and kerosene heaters also posed a fire hazard. In San Francisco, deadly fires often broke out during earthquakes. Jack London described the fires that raged after the San Francisco earthquake of 1906.

A PERSONAL VOICE JACK LONDON

“On Wednesday morning at a quarter past five came the earthquake. A minute later the flames were leaping upward. In a dozen different quarters south of Market Street, in the working-class ghetto, and in the factories, fires started. There was no opposing the flames. . . . And the great water-mains had burst. All the shrewd contrivances and safeguards of man had been thrown out of gear by thirty seconds' twitching of the earth-crust.”

—“The Story of an Eye-witness”

At first, most city firefighters were volunteers and not always available when they were needed. Cincinnati, Ohio, tackled this problem when it established the nation's first paid fire department in 1853. By 1900, most cities had full-time professional fire departments. The introduction of a practical automatic fire sprinkler in 1874 and the replacement of wood as a building material with brick, stone, or concrete also made cities safer.

FIRE: Enemy of the City	
The Great Chicago Fire October 8–10, 1871	The San Francisco Earthquake April 18, 1906
 <ul style="list-style-type: none"> The fire burned for over 24 hours. An estimated 300 people died. 100,000 were left homeless. More than 3 square miles of the city center was destroyed. Property loss was estimated at \$200 million. 17,500 buildings were destroyed. 	 <ul style="list-style-type: none"> The quake lasted 28 seconds; fires burned for 4 days. An estimated 1,000 people died. Over 200,000 were left homeless. Fire swept through 5 square miles of the city. Property loss was estimated at \$500 million. 28,000 buildings were destroyed.

Immigrants and Urbanization 265

Tracing Themes

DIVERSITY AND NATIONAL IDENTITY

The City's Offerings

In 1900, many American city dwellers lived just within their means. Although they could not afford expensive outings, there were many culturally enriching activities available in the city that were not costly. Jane Addams Hull House in Chicago and the Henry Street Settlement House in New York offered classes in art, music, and drama. Museums had free days, and cultural groups, such as Yiddish theater in New York, offered reasonably priced entertainment.

HISTORY from VISUALS

Interpreting the Graphic

Point out to students that this graphic makes comparisons. They could make charts of their own with the following headings: Length of the event, Number of deaths, Number left homeless, Square miles destroyed, Estimated property loss, Number of buildings destroyed.

Extension Ask students what measures experts might use today to prevent or contain damage from fires and earthquakes. (*They now design earthquake-proof buildings. Experts know how to fire-proof buildings and use asbestos for fire-fighting gear.*)

ACTIVITY COOPERATIVE LEARNING

Researching Catastrophes **ELPS** 3E, 4G

Class Time Two class periods

Task Researching the San Francisco earthquake of 1906 and the Great Chicago Fire and writing short reports comparing the two disasters

Purpose To compare the impact of both catastrophes

Directions Form teams of three or four students and ask groups to choose one of the following topics to research:

- What role did city government have in the recovery efforts?
- Which of the two cities recovered more quickly? Why?
- What effects did each disaster have on long-range city planning?
- What are some of the important differences between the San Francisco earthquake of 1906 and the Great Chicago Fire?

The answers to the questions should be placed in a written report.

Reformers Mobilize 3

As problems in cities mounted, concerned Americans worked to find solutions. Social welfare reformers targeted their efforts at relieving urban poverty.



Jane Addams

More About . . .

Jane Addams (1860-1935)

Addams said she founded Hull House as an “effort to aid in the solution of the social and industrial problems which are [caused] by the modern conditions of life in a great city.” Have students discuss on what basis they think Addams qualified for the Nobel Peace Prize. (She was a peace advocate, an anti-war activist, and a fighter for racial justice.)

Instruct: Objective 3

Reformers Mobilize

- What was the Social Gospel movement?
- What was the purpose of settlement houses?
- Who was Jane Addams?

- In-Depth Resources: Unit 2
- Guided Reading, p. 40
 - Primary Sources: *Twenty Years at Hull House*, p. 54
 - American Lives: Jane Addams, p. 59

Assess & Reteach

SECTION 2 ASSESSMENT

Have students answer the questions and then note the pages on which the answers can be found.

- Formal Assessment
- Section Quiz, p. 134

SELF-ASSESSMENT

Ask students to choose one of the urban problems discussed in this section and write a one-paragraph solution to the problem.

RETEACH

Survey students to find out what part of this section was difficult for them. Use the graphic on page 263 as a discussion starter.

- In-Depth Resources: Unit 2
- Reteaching Activity, p. 46

THE SETTLEMENT HOUSE In the late 1800s, with poverty a desperate problem, some American reformers turned to Great Britain for inspiration. In 1884, London reformers had founded Toynbee Hall, the first of the **settlement houses**. These were community centers in slum neighborhoods that provided assistance to local residents, especially immigrants. In addition to providing aid, settlement houses taught immigrants many useful skills. They provided social activities, such as clubs and sports. They also sent visiting nurses into the homes of the sick. Most settlement house workers were middle-class, college educated women who lived among the people they served. The movement gave women new opportunities to lead, organize, and improve life for others.

Settlement houses soon began appearing in U.S. cities. One of the first was Hull House in Chicago, founded by **Jane Addams** and Ellen Gates Starr in 1889. Addams became one of the most influential members of the settlement house movement. Hull House was located in the middle of an urban neighborhood peopled by Italian, Irish, German, Greek, Bohemian, and Russian and Polish Jewish immigrants. Through English classes and job-training programs offered at Hull House, Addams worked to provide economic opportunities for the ethnic and religious minorities who inhabited the neighborhood. Settlement houses also sought political solutions by lobbying state and local government to resolve social and economic problems. By 1910, about 400 settlement houses were operating in cities across the country. The settlement houses helped cultivate social responsibility toward the urban poor.

Many workers in the movement held strong religious views. They believed in the **Social Gospel**, the idea that religious faith should be expressed through good works. They believed that churches had a moral duty to help solve society’s problems and preached salvation through service to the poor. Their views contrasted with Social Darwinists, who saw existence as a competitive struggle and argued that people were poor because of their own deficiencies. They criticized the Social Gospel movement because they did not believe their reforms could help.

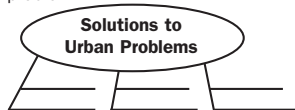
SECTION 2 ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- urbanization
- Americanization movement
- tenement
- mass transit
- settlement house
- Jane Addams
- Social Gospel

MAIN IDEA

- 2. USING YOUR NOTES**
Re-create the spider map below. List problems on the vertical lines. Fill in details about attempts to solve each problem.



Which solution do you think was most effective? Why?

CRITICAL THINKING

- 3. SUMMARIZING**
Explain how settlement house workers expanded economic opportunities for ethnic and religious minorities.
- 4. ANALYZING ISSUES**
Why would urban problems inspire followers of the Social Gospel to work toward reform?
- 5. ANALYZING EFFECTS**
What effects did the migration from rural areas to the cities in the late 19th century have on urban society?
Think About:
- why people moved to cities
 - the problems caused by rapid urban growth
 - the differences in the experiences of whites and blacks

SECTION 2 ASSESSMENT Answers

1. TERMS & NAMES

- urbanization, p. 262
- Americanization movement, p. 263
- tenement, p. 264
- mass transit, p. 264
- settlement house, p. 266
- Jane Addams, p. 266
- Social Gospel, p. 266

2. USING YOUR NOTES

Students should choose three problems. Housing—dumbbell tenements, row houses; transportation—new streetcar lines, subways; unsafe water—public waterworks, chlorination, filtration; sanitation—sewer lines, sanitation departments; fire—full-time fire departments, wood replaced with brick, stone, concrete. Solutions chosen should provide evidence and reasons for effectiveness.

3. SUMMARIZING

They offered English classes and job-training programs.

4. ANALYZING ISSUES

Many followers of the Social Gospel had strong religious views and believed churches had a moral duty to help solve urban problems.

5. ANALYZING EFFECTS

Competition for jobs; overcrowded housing; water and sanitation problems; increased crime; segregation and discrimination

Politics in the Gilded Age

MAIN IDEA

Local and national political corruption in the 19th century led to calls for reform.

WHY IT MATTERS NOW

Political reforms paved the way for a more honest and efficient government in the 20th century and beyond.

Terms & Names

- political machine
- graft
- Boss Tweed
- patronage
- civil service
- Rutherford B. Hayes
- James A. Garfield
- Chester A. Arthur
- Pendleton Civil Service Act
- Grover Cleveland
- Benjamin Harrison

One American's Story

hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about political corruption in the Gilded Age.

Mark Twain described the excesses of the late 19th century in a satirical novel, *The Gilded Age*, a collaboration with the writer Charles Dudley Warner. The title of the book has since come to represent the period from the 1870s to the 1890s. Twain mocks the greed and self-indulgence of his characters, including Philip Sterling.

A PERSONAL VOICE

MARK TWAIN AND CHARLES DUDLEY WARNER

“There are many young men like him [Philip Sterling] in American society, of his age, opportunities, education and abilities, who have really been educated for nothing and have let themselves drift, in the hope that they will find somehow, and by some sudden turn of good luck, the golden road to fortune. . . . He saw people, all around him, poor yesterday, rich to-day, who had come into sudden opulence by some means which they could not have classified among any of the regular occupations of life.”

—*The Gilded Age*

Twain's characters find that getting rich quick is more difficult than they had thought it would be. Investments turn out to be worthless; politicians' bribes eat up their savings. The glittering exterior of the age turns out to hide a corrupt political core and a growing gap between the few rich and the many poor.



▲ A luxurious apartment building rises behind a New York City shantytown in 1889.

1 The Emergence of Political Machines

In the late 19th century, cities experienced rapid growth under inefficient government. In a climate influenced by dog-eat-dog Social Darwinism, cities were receptive to a new power structure, the political machine, and a new politician, the city boss.

Immigrants and Urbanization 267

OBJECTIVES

- 1 Explain the role of political machines and political bosses.
- 2 Describe how some politicians' greed and fraud cost taxpayers millions of dollars.
- 3 Describe the measures taken by presidents Hayes, Garfield, and Arthur to reform the spoils system.
- 4 Explain the positions taken by presidents Cleveland, Harrison, and McKinley on the tariff issue.

TEKS 3A analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism

Focus & Motivate

Ask students if they have ever given someone a gift with the intention of getting something in return. Then ask them if they believe that such a practice is common among politicians today.

Instruct: Objective 1

The Emergence of Political Machines

- What was a political machine?
- What was the role of the political boss?
- What role did immigrants play in the politics of many big cities?

In-Depth Resources: Unit 2
• Guided Reading, p. 41

Critical Thinking Transparencies CT15
• Urban Growth

PROGRAM RESOURCES

- In-Depth Resources: Unit 2
 - Guided Reading, p. 41
 - Reteaching Activity, p. 47
 - Primary Sources: The Shame of Cities, p. 55
 - American Lives: William Marcy Tweed, p. 60
- Guided Reading Workbook
 - Section 3

- Spanish/English Guided Reading Workbook
 - Section 3
- Access for Students Acquiring English/ESL
 - Guided Reading (Spanish), p. 96
- Formal Assessment
 - Section Quiz, p. 135

INTEGRATED TECHNOLOGY

- Critical Thinking Transp. CT15
 - Urban Growth

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TEST-TAKING RESOURCES

- Strategies for Test Preparation
- Test Practice Transparencies TT57
- Online Test Practice

More About . . .

Political Machines

Despite the tendency of political machines for corruption and graft, some scholars insist they also served a worthwhile purpose. Political observer Frank Sorauf remarked, “In its fabled heyday the urban machine in America offered the new arrivals to the cities a range of services that made it, in contemporary terms, a combination of employment agency, legal aid society, social worker, domestic relations counselor, and community social center. And in the new style, urban ‘club’ parties in the American cities and suburbs, the parties cater to the social and intellectual needs of a mobile, educated, ideological, often isolated upper middle class.”

More About . . .

The Pendergast Family

After his wife’s death in 1905, “Big Jim” Pendergast lost interest in politics. In 1910, he gave his younger brother, Tom, control of the Democratic Party. Under Tom’s leadership, the Kansas City political machine reached its height of power and corruption. Alcohol flowed despite Prohibition, gambling flourished, and elections were rigged. Tom was strong as a leader but weak when it came to gambling. In 1939, he was charged with failing to pay taxes on bribe money he had used to pay off gambling debts. Tom Pendergast served 15 months in prison, after which he lived out the rest of his life quietly at his home.



▲ A corrupt 19th-century boss robs the city treasury by easily cutting government red tape, or bureaucracy.

THE POLITICAL MACHINE An organized group that controlled the activities of a political party in a city, the **political machine** also offered services to voters and businesses in exchange for political or financial support. In the decades after the Civil War, political machines gained control of local government in Baltimore, New York, San Francisco, and other major cities.

The machine was organized like a pyramid. At the pyramid’s base were local precinct workers and captains, who tried to gain voters’ support on a city block or in a neighborhood and who reported to a ward boss. At election time, the ward boss worked to secure the vote in all the precincts in the ward, or electoral district. Ward bosses helped the poor and gained their votes by doing favors or providing services. As Martin Lomasney, elected ward boss of Boston’s West End in 1885, explained, “There’s got to be in every ward somebody that any bloke can come to . . . and get help. Help, you understand; none of your law and your justice, but help.” At the top of the pyramid was the city boss, who controlled the activities of the political party throughout the city. Precinct captains, ward bosses, and the city boss worked together to elect their candidates and guarantee the success of the machine. **A**

THE ROLE OF THE POLITICAL BOSS Whether or not the boss officially served as mayor, he controlled access to municipal jobs and business licenses, and influenced the courts and other municipal agencies. Bosses like Roscoe Conkling in New York used their power to build parks, sewer systems, and waterworks, and gave money to schools, hospitals, and orphanages. Bosses could also provide government support for new businesses, a service for which they were often paid extremely well.

It was not only money that motivated city bosses. By solving urban problems, bosses could reinforce voters’ loyalty, win additional political support, and extend their influence.

IMMIGRANTS AND THE MACHINE Many precinct captains and political bosses were first-generation or second-generation immigrants. Few were educated beyond grammar school. They entered politics early and worked their way up from the bottom. They could speak to immigrants in their own language and understood the challenges that newcomers faced. More important, the bosses were able to provide solutions. The machines helped immigrants with naturalization (attaining full citizenship), housing, and jobs—the newcomers’ most pressing needs. In return, the immigrants provided what the political bosses needed—votes. **B**

“Big Jim” Pendergast, an Irish-American saloonkeeper, worked his way up from precinct captain to Democratic city boss in Kansas City by aiding Italian, African-American, and Irish voters in his ward. By 1900, he controlled Missouri state politics as well.

▶ **A PERSONAL VOICE** JAMES PENDERGAST

“I’ve been called a boss. All there is to it is having friends, doing things for people, and then later on they’ll do things for you. . . . You can’t coerce people into doing things for you—you can’t make them vote for you. I never coerced anybody in my life. Wherever you see a man bulldozing anybody he don’t last long.”

—quoted in *The Pendergast Machine*

MAIN IDEA

Summarizing

A In what way did the structure of the political machine resemble a pyramid?

A. Answer Many local precinct workers and captains formed the base of the organization. In the middle were a few ward bosses. At the top was one city boss.

MAIN IDEA

Analyzing Motives

B Why did immigrants support political machines?

B. Answer Because the machines could provide solutions to the immigrants’ most pressing problems.

DIFFERENTIATING INSTRUCTION

GIFTED AND TALENTED STUDENTS

Writing a Biography

Have interested students research and write a biographical sketch about one of the people mentioned on pages 268 and 269. Students should use the Internet and other resource materials. Encourage students to include quotes in their sketches.

Integrated Assessment
· Rubrics 1, 5

2 Municipal Graft and Scandal

While the well-oiled political machines provided city dwellers with services, many political bosses fell victim to corruption as their influence grew.

ELECTION FRAUD AND GRAFT When the loyalty of voters was not enough to carry an election, some political machines turned to fraud. Using fake names, party faithfuls cast as many votes as were needed to win.

Once a political machine got its candidates into office, it could take advantage of numerous opportunities for **graft**, the illegal use of political influence for personal gain. For example, by helping a person find work on a construction project for the city, a political machine could ask the worker to bill the city for more than the actual cost of materials and labor. The worker then “kicked back” a portion of the earnings to the machine. Taking these kickbacks, or illegal payments for their services, enriched the political machines—and individual politicians.

Political machines also granted favors to businesses in return for cash and accepted bribes to allow illegal activities, such as gambling, to flourish. Politicians were able to get away with shady dealings because the police rarely interfered. Until about 1890, police forces were hired and fired by political bosses.

THE TWEED RING SCANDAL William M. Tweed, known as **Boss Tweed**, became head of Tammany Hall, New York City’s powerful Democratic political machine, in 1868. Between 1869 and 1871, Boss Tweed led the Tweed Ring, a group of corrupt politicians, in defrauding the city.

One scheme, the construction of the New York County Courthouse, involved extravagant graft. The project cost taxpayers \$13 million, while the actual construction cost was \$3 million. The difference went into the pockets of Tweed and his followers.

Thomas Nast, a political cartoonist, helped arouse public outrage against Tammany Hall’s graft, and the Tweed Ring was finally broken in 1871. Tweed was indicted on 120 counts of fraud and extortion and sentenced to 12 years in jail. His sentence was reduced to one year, but after leaving jail, Tweed was quickly arrested on another charge. While serving a second sentence, Tweed escaped. He was captured in Spain when officials identified him from a Thomas Nast cartoon. By then, political corruption had become a national issue.

Vocabulary

extortion: illegal use of one’s official position to obtain property or funds



▲ Boss Tweed, head of Tammany Hall.

Instruct: Objective 2

Municipal Graft and Scandal

- What means did many political machines use to maintain power?
- For what reasons was the Tweed Ring so notorious?



In-Depth Resources: Unit 2

- Guided Reading, p. 41
- Primary Sources: The Shame of Cities, p. 55
- American Lives: William Marcy Tweed, p. 60

More About . . .

Boss Tweed

Tweed’s downfall began in 1871 when two disgruntled machine officials turned over evidence of Tammany Hall’s corruption to the *New York Times*. Upon learning of the damaging information held by the *Times*, Tweed offered the owner of the newspaper \$5 million not to publish the material. He also offered Thomas Nast \$500,000 to cease his cartoon attacks. Both offers were refused. Estimates of the total amount that his machine stole from New York City range from \$30 million to \$200 million.

Analyzing Political Cartoons

“THE TAMMANY TIGER LOOSE”

Political cartoonist Thomas Nast ridiculed Boss Tweed and his machine in the pages of *Harper’s Weekly*. Nast’s work threatened Tweed, who reportedly said, “I don’t care so much what the papers write about me—my constituents can’t read; but . . . they can see pictures!”

SKILLBUILDER Analyzing Political Cartoons

1. Under the Tammany tiger’s victim is a torn paper that reads “LAW.” What is its significance?
2. Boss Tweed and his cronies, portrayed as noblemen, watch from the stands on the left. The cartoon’s caption reads “What are you going to do about it?” What effect do you think Nast wanted to have on his audience?



Analyzing Political Cartoons

SKILLBUILDER ANSWERS

1. The torn paper represents the way Tammany Hall has broken the law.
2. Nast wanted his audience to be outraged by it and take action against Tammany Hall.

Immigrants and Urbanization 269

ACTIVITY COOPERATIVE LEARNING

Creating Political Cartoons ELPS 3E

Class Time 45 minutes

Task Creating one or more political cartoons or graphics reflecting the urban political scene in the late 1800s

Purpose To understand the way cartoonists use pictures to make political commentary

Directions Have students work in pairs or on their own to create one or more political cartoons. Suggest a few ideas:

- How a political machine uses graft
- How political bosses provide services to immigrants in exchange for their votes
- How a political machine affects taxpayers




Integrated Assessment

- Rubrics 2, 4

Instruct: Objective 3

Civil Service Replaces Patronage

- What were the consequences of the patronage system?
- What political reform efforts did Hayes, Garfield, and Arthur undertake?
- What was the Pendleton Civil Service Act?

 In-Depth Resources: Unit 2
• Guided Reading, p. 41

More About . . .

Chester A. Arthur

Before moving into the White House, President Arthur had it completely cleaned out and refurnished. He managed to fill 24 wagons with items that had accumulated over the years, including a hat that had belonged to John Quincy Adams and a pair of trousers worn by Abraham Lincoln. These and other items were sold at auction. Rumors circulated that a sideboard that the Women's Christian Temperance Union had presented to Mrs. Rutherford Hayes, nicknamed "Lemonade Lucy," because she had refused to serve liquor in the White House, was bought by a Washington saloon keeper, who installed it in his barroom. Ultimately, the story proved to be false.



RUTHERFORD B. HAYES (1877–1881)
"Nobody ever left the presidency with less regret . . . than I do."



JAMES A. GARFIELD (1881)
"Assassination can be no more guarded against than death by lightning."




CHESTER A. ARTHUR (1881–1885)
"There doesn't seem to be anything else for an ex-president to do but . . . raise big pumpkins."

3 Civil Service Replaces Patronage

The desire for power and money that made local politics corrupt in the industrial age also infected national politics.

PATRONAGE SPURS REFORM Since the beginning of the 19th century, presidents had complained about the problem of **patronage**, or the giving of government jobs to people who had helped a candidate get elected. In Andrew Jackson's administration, this policy was known as the spoils system. People from cabinet members to workers who scrubbed the steps of the Capitol owed their jobs to political connections. As might be expected, some government employees were not qualified for the positions they filled. Moreover, political appointees, whether qualified or not, sometimes used their positions for personal gain.

Reformers began to press for the elimination of patronage and the adoption of a merit system of hiring. Jobs in **civil service**—government administration—should go to the most qualified persons, reformers believed. It should not matter what political views they held or who recommended them. 

REFORM UNDER HAYES, GARFIELD, AND ARTHUR Civil service reform made gradual progress under Presidents Hayes, Garfield, and Arthur. Republican president **Rutherford B. Hayes**, elected in 1876, could not convince Congress to support reform, so he used other means. Hayes named independents to his cabinet. He also set up a commission to investigate the nation's customhouses, which were notorious centers of patronage. On the basis of the commission's report, Hayes fired two of the top officials of New York City's customhouse, where jobs were controlled by the Republican Party. These firings enraged the Republican New York senator and political boss Roscoe Conkling and his supporters, the Stalwarts.


When Hayes decided not to run for reelection in 1880, a free-for-all broke out at the Republican convention, between the Stalwarts—who opposed changes in the spoils system—and reformers. Since neither Stalwarts nor reformers could win a majority of delegates, the convention settled on an independent presidential candidate, Ohio congressman **James A. Garfield**. To balance out Garfield's ties to reformers, the Republicans nominated for vice-president **Chester A. Arthur**, one of Conkling's supporters. Despite Arthur's inclusion on the ticket, Garfield angered the Stalwarts by giving reformers most of his patronage jobs once he was elected.

On July 2, 1881, as President Garfield walked through the Washington, D.C., train station, he was shot two times by a mentally unbalanced lawyer named Charles Guiteau, whom Garfield had turned down for a job. The would-be assassin announced, "I did it and I will go to jail for it. I am a Stalwart and Arthur is now president." Garfield finally died from his wounds on September 19. Despite his ties to the Stalwarts, Chester Arthur turned reformer when he became president. His first message to Congress urged legislators to pass a civil service law.

The resulting **Pendleton Civil Service Act** of 1883 authorized a bipartisan civil service commission to make

MAIN IDEA

Analyzing Causes

 How did patronage contribute to government incompetence and fraud?

C. Answer
By allowing people to be hired for government jobs on the basis of political beliefs rather than ability, and by providing opportunities for misuse of influence.

DIFFERENTIATING INSTRUCTION

LESS PROFICIENT READERS

Clarifying  1A, 4F

Demonstrate the effect of a tariff on prices with a scale, or homemade teeter-totter. Balance a ruler on top of a book standing on end. Label the two ends of the ruler "Cost to Importer" and "Cost to Consumer" respectively. Make weights by wrapping chalk or erasers in rubber bands. Hang equal weights at both ends of the ruler. Label and additional weight "tariff."

Ask the class what will happen when you add this "tariff" to the importer's cost. ("Cost to Consumer" will go up) Demonstrate and discuss why adding a cost at one end causes the cost at the other end to rise.

appointments to federal jobs through a merit system based on candidates' performance on an examination. By 1901, more than 40 percent of all federal jobs had been classified as civil service positions, but the Pendleton Act had mixed consequences. On the one hand, public administration became more honest and efficient. On the other hand, because officials could no longer pressure employees for campaign contributions, politicians turned to other sources for donations.

Business Buys Influence 4

MAIN IDEA

Analyzing Effects

D What were the positive and the negative effects of the Pendleton Civil Service Act?

D. Answer Positive: More competent and honest federal workers.
Negative: Closer ties between government and big business.

With employees no longer a source of campaign contributions, politicians turned to wealthy business owners. Therefore, the alliance between government and big business became stronger than ever. **D**

HARRISON, CLEVELAND, AND HIGH TARIFFS Big business hoped the government would preserve, or even raise, the tariffs that protected domestic industries from foreign competition. The Democratic Party, however, opposed high tariffs because they increased prices. In 1884, the Democratic Party won a presidential election for the first time in 28 years with candidate **Grover Cleveland**. As president, Cleveland tried to lower tariff rates, but Congress refused to support him.

In 1888, Cleveland ran for reelection on a low-tariff platform against the former Indiana senator **Benjamin Harrison**, the grandson of President William Henry Harrison. Harrison's campaign was financed by large contributions from companies that wanted tariffs even higher than they were. Although Cleveland won about 100,000 more popular votes than Harrison, Harrison took a majority of the electoral votes and the presidency. He signed the McKinley Tariff Act of 1890, which raised tariffs on manufactured goods to their highest level yet.


In 1892, Cleveland was elected again—the only president to serve two non-consecutive terms. He supported a bill for lowering the McKinley Tariff but refused to sign it because it also provided for a federal income tax. The Wilson-Gorman Tariff became law in 1894 without the president's signature. In 1897, William McKinley was inaugurated president and raised tariffs once again.

The attempt to reduce the tariff had failed, but the spirit of reform was not dead. New developments in areas ranging from technology to mass culture would help redefine American society as the United States moved into the 20th century.

Instruct: Objective 4

Business Buys Influence

- Where did Cleveland and Harrison stand on the tariff issue?
- What was the McKinley Tariff Act of 1890?
- What happened to tariffs when Cleveland was reelected, and how did things change when McKinley took office?

 In-Depth Resources: Unit 2
• Guided Reading, p. 41

More About . . .

Tariffs

A tariff is a tax imposed by a government on imported or exported goods. Throughout American history, manufacturing interests have tended to support tariffs on imports because they keep prices for imported goods high. Consumers, on the other hand, have tended to oppose tariffs because they add to the cost of imported goods.

Assess & Reteach

SECTION 3 ASSESSMENT

Have students work individually to answer the questions; then have them share with the class the graphics they created for item 2.


 Formal Assessment
• Section Quiz, p. 135

SELF-ASSESSMENT

Ask students to review what they wrote for item 4.

RETEACH

Survey students to find out what material in the section was most difficult for them. Then review that material with students.

 In-Depth Resources: Unit 2
• Reteaching Activity, p. 47



ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- | | | | |
|---------------------|-----------------------|-------------------------------|---------------------|
| • political machine | • patronage | • James A. Garfield | • Grover Cleveland |
| • graft | • civil service | • Chester A. Arthur | • Benjamin Harrison |
| • Boss Tweed | • Rutherford B. Hayes | • Pendleton Civil Service Act | |

MAIN IDEA

2. USING YOUR NOTES

In a chart like the one shown, list examples of corruption in 19th-century politics.



CRITICAL THINKING

3. EVALUATING LEADERSHIP

Reread the quotation from James Pendergast on page 268. Explain whether you agree or disagree that machine politicians did not coerce people.

4. ANALYZING CAUSES

Why do you think tariff reform failed? Support your response with evidence from the chapter.

5. HYPOTHESIZING

How do you think politics in the United States would have been different if the Pendleton Civil Service Act had not been passed?

THINK ABOUT:

- the act's impact on federal workers
- the act's impact on political fundraising
- Republican Party conflicts

Immigrants and Urbanization 271

1. TERMS & NAMES

political machine, p. 268
graft, p. 269
Boss Tweed, p. 269
patronage, p. 270
civil service, p. 270
Rutherford B. Hayes, p. 270
James A. Garfield, p. 270
Chester A. Arthur, p. 270
Pendleton Civil Service Act, p. 270
Grover Cleveland, p. 271
Benjamin Harrison, p. 271

2. USING YOUR NOTES

election fraud, kickbacks, bribery, graft, patronage

3. EVALUATING LEADERSHIP

Agree: Immigrants chose to support the machines because the machines could help them with everyday problems.
Disagree: Immigrants were coerced into supporting the machines. If they didn't, no politicians would help them.

4. ANALYZING CAUSES

Because the companies that benefited from the tariff donated money to Harrison, the pro-tariff presidential candidate

5. HYPOTHESIZING

Federal employment would have continued to be dominated by politics, politicians would have been less dependent on big business for campaign funds, a key issue would have continued to divide the Republicans.

Immigrants and Urbanization 271

Answers ASSESSMENT





TERMS & NAMES

1. Ellis Island, p. 256
2. Gentlemen's Agreement, p. 259
3. Americanization movement, p. 263
4. Jane Addams, p. 266
5. political machine, p. 268
6. graft, p. 269
7. Boss Tweed, p. 269
8. patronage, p. 270
9. Rutherford B. Hayes, p. 270
10. Pendleton Civil Service Act, p. 270

MAIN IDEAS

1. Poverty, famine, shortage of land, lack of jobs, religious or political persecution, and a spirit of rebellion
2. Coping with an unfamiliar culture, the effects of nativism, and the struggle to make a living
3. Industrialization, new technology, and an influx of workers
4. The need to provide adequate housing, transportation, water, and sanitation, and to fight fire and crime
5. Educational, cultural, and social services offered in poor, urban neighborhoods
6. The growing need for city services and the large number of immigrants required a new power structure
7. Inefficiency, fraud, and incompetence
8. Cleveland wanted to reduce tariffs; Harrison wanted to keep them high.

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to immigration and urbanization.

- | | |
|-----------------------------|---------------------------------|
| 1. Ellis Island | 6. graft |
| 2. Gentlemen's Agreement | 7. Boss Tweed |
| 3. Americanization movement | 8. patronage |
| 4. Jane Addams | 9. Rutherford B. Hayes |
| 5. political machine | 10. Pendleton Civil Service Act |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The New Immigrants (pages 254–259)

1. What trends or events in other countries prompted people to move to the United States in the late 19th and early 20th centuries?
2. What difficulties did many of these new immigrants face?

The Challenges of Urbanization

(pages 262–266)

3. Why did cities in the United States grow rapidly in the decades following the Civil War?
4. What problems did this rapid growth pose for cities?
5. What solutions to urban problems did the settlement-house movement propose?

Politics in the Gilded Age (pages 267–271)

6. Why did machine politics become common in big cities in the late 19th century?
7. What government problems arose as a result of patronage?
8. Summarize the views of Grover Cleveland and Benjamin Harrison on tariffs.

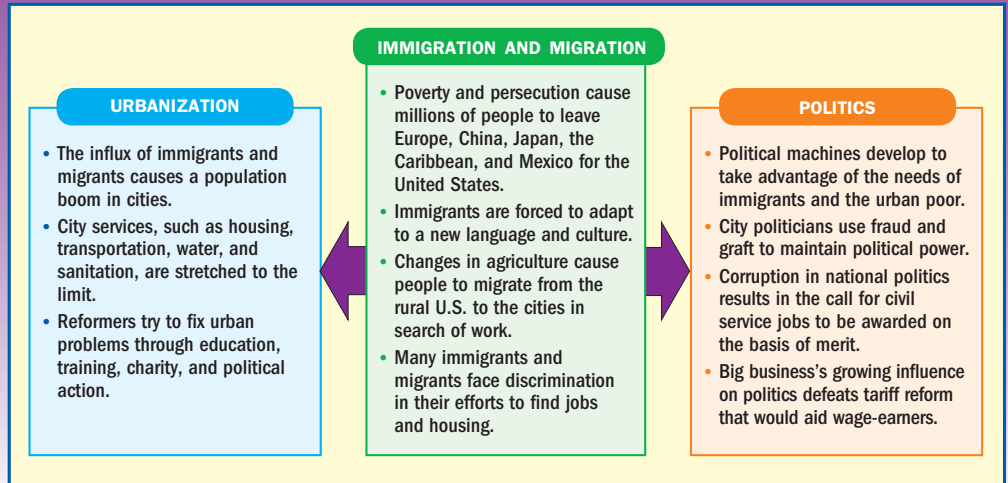
CRITICAL THINKING

1. **USING YOUR NOTES** In a diagram like the one below, show one result of and one reaction against (a) the increase in immigration and (b) the increase in machine politics.



2. **EVALUATING** In the 1860s, Horace Greeley—editor of the *New York Tribune*—remarked, “We cannot all live in the cities, yet nearly all seem determined to do so.” Why do you think this was true at the end of the 19th century? Do you think it is still true? Why or why not?
3. **COMPARING** How were politicians like Boss Tweed similar to industrial magnates like Carnegie and Rockefeller?

VISUAL SUMMARY IMMIGRANTS AND URBANIZATION



CRITICAL THINKING

1. **Using Your Notes** Increased immigration
Result: growth of urban populations
Reaction: growth of nativism
Increase in machine politics
Result: widespread corruption
Reaction: support for civil service reform
2. **Evaluating** At the end of the 19th century, cities offered jobs and other economic opportunities. Regarding the present-day situation, students might mention the movement from the cities to the suburbs or cities as centers of business and industry.
3. **Comparing** Both amassed huge fortunes—not always legally—but also did some social good.

Use the quotation and your knowledge of U.S. history to answer question 1.

“The Chinese . . . ask for fair treatment. . . . Since the first restriction law was passed the United States has received as immigrants more than two million Austro-Hungarians, two million Italians and a million and a half Russians and Finns. Each of these totals is from five to seven times the whole amount of Chinese immigration of all classes during thirty years of free immigration. . . . The question is not now of the admission of laborers, but whether other Chinese who are entitled to come under both law and treaty shall receive the same courtesies as people of other nations, and shall be relieved from many harassing regulations. They must no longer be detained, photographed and examined as if they were suspected of crime.”

—Ng Poon Chew, from *The Treatment of the Exempt Classes of Chinese in the United States*

- The information in the passage supports which one of the following points of view?
 - A European immigration should be restricted.
 - B Chinese laborers should be allowed to immigrate.
 - C All immigrants are treated like criminals.
 - D Chinese immigrants and European immigrants should be treated the same.

Use the cartoon and your knowledge of U.S. history to answer question 2.



- The cartoon suggests that Boss Tweed (the large figure at left) —
 - F was solely responsible for stealing the people's money.
 - G did not steal the people's money.
 - H had help from his associates in stealing the people's money.
 - J was loyal to his associates.

hmsocialstudies.com TEST PRACTICE

For additional test practice, go online for:

- Diagnostic tests
- Tutorials

INTERACT WITH HISTORY

myWriteSmart

Think about the issues you recorded in *myNotebook* as you read the chapter. With what you have learned about the challenges faced by immigrants in the 19th century, consider the following question: What were the best solutions attempted by government and reformers in the 1800s? Create a pamphlet promoting the reform, improvement, or government solution you chose. Use *myWriteSmart* in your eBook to write the text for your pamphlet.

FOCUS ON WRITING

myWriteSmart

Imagine you are a senator and the Senate is about to vote on the Chinese Exclusion Act. Prepare a persuasive speech arguing against the new law. For the first part of your speech, explain why this law is unjust and unfair to the Chinese. For the second part, address the concerns of those in favor of the act and provide an alternate solution for the issues prompting the Chinese Exclusion Act. Use *myWriteSmart* in your eBook to write your speech.

COLLABORATIVE LEARNING

21ST CENTURY

Organize into small groups and discuss the immigrant experiences that you learned about in this chapter. Consider why people chose to immigrate; why they felt optimistic that they would find a better life in the United States; and the opportunities, challenges, and attitudes that they faced once they arrived. Then, within your group, break into two teams and debate the Americanization movement to assimilate immigrants into American culture.

TEXAS TEST PRACTICE

- The correct answer is letter D. The quote urges that the Chinese receive the same treatment as the Europeans. Letter A is not correct because restricting European immigration is not mentioned. Letter B is not correct because the immigration of Chinese laborers is not in question. Letter C is not correct because the passage only refers to the Chinese being treated like criminals.
- The correct answer is letter H. Boss Tweed was head of a corruption ring. Letter F is not correct because Boss Tweed did not work alone. Letter G is not correct because Boss Tweed and his gang cheated taxpayers out of millions. Letter J is not correct because Boss Tweed was interested in his own personal gain and was not loyal to his associates.

UNIT PROJECT

ERAS AND CHARACTERISTICS WEBPAGES

The Unit Project is introduced on page 198 of the student text.

Tips for Teaching

- Have students review pages 194–197 to determine that this chapter's content fits within the “Industrialization and Urbanization” era.
- Redirect students' attention to pages 192–193 and encourage students to review the chapter with these characteristics in mind and to add appropriate characteristics and supporting materials to their webpages.



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 136–147

INTERACT WITH HISTORY

myWriteSmart

Rubric

The pamphlet should . . .

- be concise and compelling
- advocate a position based on an understanding of the government and reform movements of the 1800s
- promote the solution through visuals, slogans, and important facts

FOCUS ON WRITING

myWriteSmart

Rubric

The letter should . . .

- demonstrate a clear understanding of immigration and the Chinese Exclusion Act
- express a clear point of view
- provide an alternate solution

COLLABORATIVE LEARNING

Rubric

The debate speeches should . . .

- describe the optimism many immigrants felt
- discuss opportunities, challenges, attitudes, and social problems immigrants faced
- provide evidence to support their stand for or against the Americanization movement to assimilate immigrants
- offer insight into the immigrant experience

END-OF-CHAPTER SKILL ACTIVITY

Objectives

- To formulate historical questions
- To research and examine different sources of evidence in seeking answers
- To use the process of historical inquiry to research, interpret, and use sources of evidence

Instruct

Share these tips with students as they study the diagram.

1. When developing historical questions, consider what sources might be available about a topic. The more that is known about a topic, the more information is available. More obscure topics, while valuable to learn about, may prove difficult to research.
2. Consider what interests you about history. What topics would you like to know more about? Think about any questions that may remain unanswered after reading the text.
3. Research both print and digital resources. Today, many museums and organizations have digitized their collections and these are available to view through the Internet.
4. Interpret sources carefully as you look for answers. Has your question been answered? Is this a reliable source?

End-of-Chapter Skill Activity

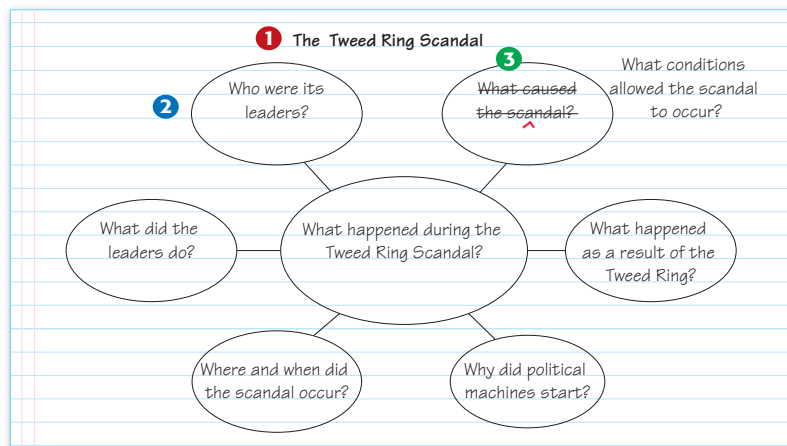
Developing Historical Inquiry

DEFINING THE SKILL

Historical inquiry entails asking questions about events and trends—what caused them, what made them important, and so forth. These questions might ask how or why something happened, why someone acted in a certain way, or how different conditions might have changed an event. To decide if a historical question is reasonable, ask yourself (1) whether the answer is important or not, and (2) if enough information exists to answer it. The ability to formulate historical questions is an important step in doing research. As you examine multiple sources of evidence—firsthand accounts, documents, letters, and other records of the past—ask questions about the information each source conveys and why that information is significant. Use these questions to form a central question to research.

UNDERSTANDING THE SKILL

STRATEGY: FORMULATE HISTORICAL QUESTIONS The diagram below shows questions a student might ask to learn more about the Tweed Ring Scandal. After asking questions, identify the central question to research and examine different sources to find answers.



4 Central research question: What happened during the Tweed Ring Scandal?

- 1 **Determine the topic that you would like to know more about.** Consider different people, places, and events from U.S. history. Choose one idea that you would like to learn more about.
- 2 **Decide what questions to ask and write them down.** Writing questions will help guide your research and keep you focused on your goal. Begin by asking about the basic facts of the event: Who was involved? What did they do? Where and when did the event occur? Expand your questions to include causes and effects.
- 3 **Review each of your questions.** Make sure your questions are specific, straightforward, and directly related to your topic. Rewrite any questions that are vague, too broad, or biased. In this example, the student rewrote her question about what caused the event so that it was more specific.
- 4 **Formulate a central research question about the event to explore further.** Examine all the questions and choose one or write a new one that gets at the central idea you want to research.

273 SK1

DIFFERENTIATING INSTRUCTION

Understanding Vocabulary

ELPS 1F, 2C, 2D, 3D, 4C, 4E

Use linguistic accommodation to help students understand the following terms and concepts. Have beginning ELLs act out or draw the terms. Have intermediate ELLs restate the definitions in their own words. Have advanced ELLs create a complete sentence that uses two of the terms. Have advanced high ELLs explain how the terms are related.

Web Diagram

scandal: something that causes disgrace
political machines: organized groups that control the activities of political parties

Strategy, page SK1

straightforward: direct
vague: unclear

Research Chart

bribes: money or other benefits given to someone in power to get something in return
extortion: using one's power or position to illegally obtain some benefit
corrupt: dishonest
larceny: theft
forgery: the act of making a fake version of a document or object to deceive others

STRATEGY: MAKE A CHART Once you have decided upon a topic, decide the best way to find out more information. Use a chart to organize your research.

Research Question: What happened during the Tweed Ring Scandal?		
Question	Fact	Source
Who were the leaders of the Tweed Ring?	<ul style="list-style-type: none"> William Marcy Tweed was “Boss” Tweed Other leaders: Richard Connolly, A. Oakey Hall, and Peter Sweeny 	“Boss Tweed: The Fellowship of the Ring” by Pete Hamill, <i>New York Times</i> , 3/27/2005
What did the leaders do?	<ul style="list-style-type: none"> Demanded bribes and used extortion or threats Stole millions of dollars Controlled elections 	Lowermanhattan.info, News Stories Archive 3/5/2004
When and where did the scandal occur?	New York City, around 1863–1871	<i>Inside the Apple: A Streetwise History of New York City</i> by Michelle Nevius
What was the result of the scandal?	<ul style="list-style-type: none"> Corrupt politicians defrauded the city One construction project cost taxpayers \$13 million, but actual costs were \$3 million; Tweed and his followers pocketed the rest 	“Municipal Graft and Scandal,” <i>The Americans: United States History Since 1877</i> , page 269
How was the scandal resolved?	<ul style="list-style-type: none"> Thomas Nast published cartoons in <i>Harper’s Weekly</i> Reform lawyer Samuel J. Tilden led efforts to convict Tweed of larceny and forgery 	<i>Britannica Online Encyclopedia</i>

APPLYING THE SKILL

Turn to Chapter 7, Section 2, page 266 and read the section “Reformers Mobilize.” Follow the strategies to formulate historical questions about the Settlement House movement. Write a one-page essay on the topic.

- Determine the topic that you would like to know more about.** Which aspect of the movement would you like to explore?
- Decide what questions to ask and write them down.** What questions will allow you to learn more about the topic.
- Review each of your questions.** Are your questions clear and concise?
- Formulate a central question about the event to explore further.** Use your question to do research for the essay.

273 SK2

Applying the Skill: Answers

- Answers will vary. Students might like to learn more about reform programs, the Social Gospel movement, settlement houses, or reformers such as Jane Addams and Ellen Gates Starr.
- Questions should be specific and relate directly to the topic students have chosen to explore.
- Students should reread and revise their questions to make them specific and related directly to their chosen topic.
- Central questions should relate to a specific topic to be researched.

Students’ charts should reflect the information above. Students’ essays should reflect the use of multiple sources as they research, interpret, and use evidence to explore their topics.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES

TEKS 29D use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence



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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.



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.

273 MC1 MULTIMEDIA CONNECTIONS

Ellis Island

Resources hmhsocialstudies.com

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

Full Length DVD

Ellis Island (2 hrs 30 mins)

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

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



CLICK THROUGH
INTER/ACTIVITIES
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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.

ELLIS ISLAND 273 MC2

Lesson Preview

The Golden Door

Seen as a beacon of liberty, the United States attracted millions of immigrants. They came for a variety of reasons—to escape religious persecution, to find economic opportunity, to reunite their families—but shared similar experiences once they arrived. They came in droves, and the largest number of immigrants entered the United States through Ellis Island, the gateway to a new life.

Examination

Officials at Ellis Island ushered the newly arrived immigrants through a series of lines and procedures before allowing them to enter the United States. All immigrants underwent a medical examination, during which physicians from the U.S. Public Health Service searched for dozens of symptoms of a variety of contagious diseases in a matter of seconds. Immigrants had to prove that they were of sound mind as well as body. Nine out of every one hundred immigrants were held for further mental testing. If they passed, and most did, they trickled back into the stream of immigrants passing through Ellis Island.

Quotas

By the early 1920s, the American attitude toward foreign immigrants had begun to change. According to the 1910 census, the number of foreign-born individuals in the United States had grown to 13.5 million, from just 2.2 million in 1850. Some worried that “less desirable” nationalities were undermining American society. These concerns prompted Congress to pass quotas limiting the number of immigrants to the United States. Unfortunately, these rules led to heartbreak and hardship among those who arrived at Ellis Island only to find that they would not be allowed into 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