

**Directions:** As you read the section fill in the details by answering the questions or completing the tasks.

## 21.1 New Immigrants in a Promised Land, pp. 600-605

### I. Setting the Scene

- A. Millions immigrated to the U.S. seeking opportunity.

### II. Why Immigrants Came

A. Push Factor Pull Factor -Definitions

- i. What is a **push factor**? something that motivates someone to leave his/her country
- ii. What is a **pull factor**? something that motivates someone to come to a country

B. Push Factors

- i. Identify four push factors scarce land for farming, machines taking the place of workers (workers losing their jobs to machines), racial or religious violence (e.g. pogroms), political unrest (e.g. 1910 revolution in Mexico)
- ii. What is a **pogrom**? government sponsored attacks in Russia against Jews

C. Pull Factors

Identify five pull factors availability of industrial jobs, availability of cheap land, family already in U.S., economic opportunity, promise of freedom (political and religious)

### III. A Difficult Journey

A. Coming to the U.S. by Boat

- i. What is **steerage**? on a ship, the cramped quarters for passengers paying the lowest fares
- ii. Disease spread easily among passengers traveling in steerage.

B. On the East Coast

- i. Most Europeans came to the U.S. through which port? New York City
- ii. What is the **Statue of Liberty**? a large statue symbolizing hope and Freedom on Liberty Island in New York Harbor
- iii. Identify two things that happened to immigrants at Ellis Island? they were examined by doctors, sometimes their names were changed,

C. On the West Coast

Where were many immigrants coming from Asia processed? Angel Island in San Francisco Bay

### IV. "Old" and "New" Immigrants

A. Old Immigrants

Before the late 1800s where had most of the immigrants to the U.S. come from? Northern and Western Europe (England, Ireland, Germany, and Scandinavia [Sweden, Norway, Denmark, & Finland])

B. New Immigrants

After 1885 where else were immigrants coming from? Southern and Eastern Europe (Italy, Poland, Greece, Russia, and Hungary), Asia (China, Japan, Korea, India, Philippines)

## V. Adapting to American Life

### A. Streets Paved With Gold

- i. Immigrants had heard stories of the streets in the U.S. being paved with gold. However, one immigrant reported "First, the streets are not paved with gold. Second, they were not paved at all. Third they expected me to pave them."
- ii. Who helped immigrants find jobs? friends, relatives, labor contractors, employment agencies.
- iii. Where did most immigrants settle? in cities (cities of the ports in which they landed)
- iv. Why did they settle there? available industrial jobs (unskilled)
- v. What was the consequence of them settling there? cities became crowded, slums spread

### B. Immigrant Neighborhoods

- i. What were immigrants able to do in their own neighborhoods that they might not have been able to do elsewhere? speak their own language, celebrate their own holidays, prepare food that they knew
- ii. What role did religion play in the lives of immigrants? it helped keep groups together with a common bond and spiritual support, but at the same time it created a barrier between groups

### C. Learning to Be American

- i. What is **acculturation**? holding on to older traditions while adapting to a new culture
- ii. Describe two examples of acculturation. immigrants adapted to American schools, factories and political system, but retained their languages, foods, and religions

## VI. Nativists Oppose Immigration

### A. Nativists

- i. What is a nativist? one who opposes immigration - wants U.S. to be only for native born Americans
- ii. Why were nativists opposed to immigration? out of prejudice and a fear of losing their jobs

### B. Chinese Exclusion

- i. Where did Chinese immigrants typically settle? in ethnic neighborhoods called Chinatowns
- ii. What did Chinese immigrants hope to do? make money and then return to China
- iii. At times prejudice against Chinese immigrants erupted into violence and murder.
- iv. In 1882 the Chinese Exclusion Act was passed. It barred Chinese laborers from entering the U.S. (it was renewed and in force until 1943)

## VII. Restricting Immigration

- A. Nativists were able to get Congress to pass a bill restricting immigration to only those who could read their own languages. Starting with Cleveland, Presidents vetoed the bill until Congress was able to override Wilson veto in 1917.

**Directions:** As you read the section fill in the details by answering the questions or completing the tasks.

## 21.2 An Age of Cities, pp. 606-610

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

### I. Setting the Scene

- A. Fires were a constant danger in cities [due to lack of building codes and overcrowding]. The Great Chicago Fire of 1871 killed nearly 300 people, and left almost 100,000 homeless.

### II. Urban Population Booms

#### A. Urbanization

- i. What is **urbanization**? movement of population from farms to cities
- ii. What drew people to live in the cities? jobs
- iii. What sort of jobs did people get in the cities? industrial, in steel mills, meatpacking, in garment factories, as salesclerks, bank tellers, secretaries

#### B. Immigrants and In-migrants

The populations of cities swelled. This was due both to immigrants coming from other countries and people moving from the countryside to cities.

#### C. African Americans Move to Cities

- i. What push factor(s) caused African Americans to leave the rural South? lack of opportunity due to hard times and violence due to prejudice
- ii. What pull factor(s) caused African Americans to move to cities? thriving African American communities in Northern cities (often with a friend or relative living there) and economic opportunities

### III. Patterns of City Settlement

#### A. The Urban Poor

- i. Poor families crowded into the center of cities. These areas became crowded slums.
- ii. What are **tenements**, and why were they made? tenements are buildings that are divided up into to small rooms that are rented out, there was such a demand for housing due to the crowding in the cities many tenements were made, many had no windows, heat, or indoor bathrooms
- iii. New factories in the cities contributed to the crowding in two ways. The jobs they offered were a pull for more people to move to the cities. Also, the factories frequently occupied space that had previously been housing.
- iv. What health problems were associated with the tenements? diseases such as cholera and tuberculosis, spread quickly due to the overcrowding

#### B. The Urban Middle Class

- i. The middle class (doctors, lawyers, etc.) tended to live in houses outside the city center on tree lined streets. Diseases did not spread as easily in these neighborhoods.
- ii. The middle class enjoyed leisure activities such as singing in groups, bowling, etc.

#### C. The Rich

- i. Where did the rich live? in mansions outside the city
- ii. How did the rich live? like European royalty

#### IV. Solving City Problems

##### A. Problems

What problems did cities have? garbage in the streets, air pollution, crime, fires

##### B. Urban Reforms

- i. What are **building codes**? set standards and construction of new buildings
- ii. What other reforms improved city life? zoning laws to separate polluting factories from residential neighborhoods, professional police and fire departments, street lights, public transportation systems, new public water systems

##### C. Religious Organizations Help the Poor

- i. Religious organizations worked to relieve the suffering of the poor.
- ii. What was the **Social Gospel**? a movement within American Protestantism in the late 1800s that attempted to apply biblical teachings to society's problems
- iii. What was the **Salvation Army**? a Christian charitable organization founded in London by a Methodist minister that provided food and shelter to the poor, it expanded to the U.S. in 1880
- iv. What was the **Young Men's Hebrew Association**? provided social activities, encouraged good citizenship, and helped Jewish families preserve the culture

#### V. The Settlement House Movement

##### A. Settlement House - Definition

What is a settlement house? community center that offer services to the poor

##### B. Hull House

- i. What was **Hull House**? settlement house founded by Progressive reformer Jane Addams in Chicago
- ii. What services did Hull House provide? services to help immigrants acculturate - such as classes on government and English, basic health and sanitation, provided a day nursery for working mothers, offered recreational activities such as sports, choral groups, and theater

##### C. Pressing for Reform

What reforms did settlement house directors and staff call for? better public health laws, a ban on child labor, the right to vote for women

**Directions:** As you read the section fill in the details by answering the questions or completing the tasks.

## 21.3 Life in the Changing Cities, pp. 612-615

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

### I. Setting the Scene

- A. From the end of the Civil War through the early 1900s apartments spread through the U.S. Initially only those consisting of several rooms were offered, but by the turn of the century one room efficiency apartments were common.

### II. A Building Boom

#### A. Running Out of Space

As American cities ran out of space how did city planners and architects address this problem?  
Build upward, taller buildings

#### B. Building Upwards

- i. What is a **skyscraper**? a tall building with a light weight steel frame
- ii. What invention made skyscrapers practical? the electrical elevator

#### C. Moving People

- i. As skyscrapers allowed for greater population density (more people per building), what problem developed at street level as a consequence? traffic congestion
- ii. What new means of moving people within the city developed? electric streetcars (trolleys)
- iii. What is a **suburb**? communities just outside the cities
- iv. What two additional ways of moving people in a city developed? subways and elevated trains

- v. Bridges were built to allow people to cross rivers and bays. For example, The Eads Bridge spanned the Mississippi River and the Brooklyn Bridge connected Manhattan and Brooklyn.

#### D. Public Parks

- i. Who designed Central Park in New York City? Frederick Law Olmsted
- ii. Parks often contained zoos and gardens. What was the purpose of public parks? they provided an opportunity for city dwellers to get close and enjoy nature

#### E. Shopping

- i. What is a department store a store that sells many different types of goods organized into sections (departments)
- ii. What was Macy's a store chain that opened a very large department store in NYC in 1902, [it was 9 stories tall and expanded to occupy almost an entire city block]

### III. Americans at Play

#### A. Rise of Sports

What was the relationship between factory work and sports? sports provided a great escape from the pressures of work

## B. Play Ball

- i. Baseball was first played in New York before the Civil War. During the war troops from New York taught it to other Union troops. By the late 1800s it was the most popular sport in the country.
- ii. Baseball's rules were different back then.
- iii. At first the professional national baseball teams were integrated (African Americans and whites played together), but in time leagues became segregated.

## C. Football

- i. What was the origin of football? According to *The American Nation* it grew out of European soccer, [however it generally accepted that it grew out of Rugby - the Universities of McGill, Harvard, and Yale are variously given credit for its creation]
- ii. How was the game different then? players did not wear helmets and injuries were common

## D. Basketball

- i. Who invented basketball? James Naismith
- ii. Why was basketball invented? to have a sport that could be played indoors in the winter to keep athletes fit in the winter

# IV. A New World of Theater and Music

## A. Cultural Activities

- i. By the late 1800s U.S. cities supported a wide variety of cultural activities including music and theater.
- ii. What effect on American did these cultural activities have? helped spread American urban culture from the cities to small towns

## B. Variety Shows

- i. The wealthy attended performances of symphonies and operas.
- ii. Others went to vaudeville shows.
- iii. What is a **vaudeville** show? a variety show that included comedians, song and dance routines, and acrobats
- iv. Who are some of the famous performers who got their start in vaudeville? George M. Cohan, Marx Brothers, Will Rogers

## C. Popular Music

- i. Edison's phonograph allowed millions to listen to popular tunes.
- ii. What is ragtime? a kind of music with a lively rhythmic sound
- iii. Who was Scott Joplin an African American who was the most famous composer of ragtime, one of his best known compositions is "Maple Leaf Rag"
- iv. Who was John Philip Sousa? America's most famous composer of music for marching bands, he composed "Stars and Stripes Forever"

CHAPTER

**21**



**Section 4 Guided Reading and Review**

**Public Education and American Culture** ★

**A. As You Read**

As you read Section 4 in your textbook, fill in the missing causes and effects.

Causes	Effects
An industrial society needed educated workers.	1. many states passed compulsory education laws
2. as education spread, people spent more time reading	The number of newspapers grew dramatically.
Girls as well as boys were sent to school and taught to read.	3. magazines and newspapers competed for female readers
4. many new novels were written by realists	Realists wanted to show the costs of urbanization and industrial growth.
5. Mark Twain's stories and novels poked fun at serious issues	Mark Twain's stories and novels were widely popular.

**B. Reviewing Key Terms**

Match each person with his or her description.

- |                                     |  |
|-------------------------------------|--|
| <u>E</u> 6. Joseph Pulitzer         | a. author of more than 100 rags-to-riches stories for children         |
| <u>G</u> 7. William Randolph Hearst | b. moved to France and painted everyday scenes of mothers and children |
| <u>A</u> 8. Horatio Alger           | c. writer of satirical stories and novels about serious issues         |
| <u>I</u> 9. Stephen Crane           | d. painter of medical and sporting scenes                              |
| <u>F</u> 10. Kate Chopin            | e. publisher of the <i>New York World</i>                              |
| <u>C</u> 11. Mark Twain             | f. writer of stories about life in New Orleans                         |
| <u>H</u> 12. Winslow Homer          | g. publisher of the <i>New York Journal</i>                            |
| <u>D</u> 13. Thomas Eakins          | h. painter of realistic scenes of New England coast                    |
| <u>B</u> 14. Mary Cassatt           | i. realist writer of <i>The Red Badge of Courage</i>                   |

