



Section 3

Standards-Based Instruction



Standards at a Glance

The changes that came with the new Industrial Revolution affected all aspects of U.S. society. Students will now focus on the growth of cities.

Section Focus Question

What were the causes and effects of the rapid growth of cities?

Write the Section Focus Question on the board. (*Lesson focus: Cities grew because jobs in industry attracted people and technology allowed cities to expand upward and outward. Effects of the growth of cities included dangerous overcrowding and poor sanitation, as well as improved leisure activities and public spaces.*)

Prepare to Read

Build Background Knowledge

In this section students will read about the period of urban growth that occurred when industry and jobs drew people to the cities. Ask students to think about reasons that might cause a city to be attractive to people. What job opportunities were possible only in urban centers? What kind of excitement could cities offer? Use the Think-Write-Pair-Share strategy (TE, p. T39) to elicit responses.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

All in One Teaching Resources, Unit 6, Reading Readiness Guide, p. 50

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads participation structure (TE, p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.

Answer

Reading Skill Possible answers: *Attracting* means pulling or drawing to itself or oneself; tractor, distract, retract



SECTION

3

Cities Grow and Change



Standards Preview

H-SS 8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

Prepare to Read

Reading Skill

Use Latin Word Origins Latin roots can be paired with different prefixes or suffixes to create related words. For example, the root *port* means "carry." Paired with the prefix *sub-*, meaning "beneath," it is the root of the English word *support*, meaning "carry from beneath." Paired with the prefix *im-*, meaning "in or toward," it is the root of the English word *import*, meaning "carry into." As you read, look for examples of words that share a Latin root.

E-LA Reading 8.1.2

Vocabulary Builder

High-Use Words

accelerate, p. 495

clinic, p. 496

Key Terms and People

urbanization, p. 494

suburb, p. 495

tenement, p. 496

Jane Addams, p. 496

settlement house, p. 496

Background Knowledge You have seen how American industry boomed in the late 1800s. In this section, you will learn how the industrial age reshaped American cities.

Rapid Growth of Cities

"We cannot all live in cities," wrote journalist Horace Greeley, "yet nearly all seem determined to do so." Greeley was describing the growth of American cities in the late 1800s.

Urbanization The rate of urbanization was astonishing. **Urbanization is the rapid growth of city populations.** In 1860, only one American in five was a city dweller. By 1890, one in three lived in a city. For the first time, the United States had cities the sizes of London and Paris.

The reason for this rapid urbanization was simple. Cities attracted industry, and industry attracted people. Farmers, immigrants, and African Americans from the South all migrated to cities in search of jobs and excitement.

Many fast-growing cities were located near waterways. New York and San Francisco had excellent ocean harbors. Chicago rose on the shores of Lake Michigan. Cities near waterways drew industry because they provided easy transport for goods.

Main Idea

Industrialization, migration, and technology all contributed to the growth of American cities.



Use Latin Word Origins

Use the Latin root *tract*, meaning "pull or drag," to define the word *attracting*. Then, name at least one other related word that shows the influence of this root.

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Universal Access

L1 English Language Learners

Using Suffixes Explain to students that prefixes and suffixes can give clues to the meaning of some words. Tell students that the suffix *-ization* means "the process of becoming." Ask students to draw conclusions about the meaning of the word *urbanization* (the process of becoming urban).

L1 Less Proficient Readers

L1 Special Needs

Give students more words with the same suffix, such as *socialization* and *civilization*. Have students determine the meaning of each word (*the process of becoming social, the process of becoming civilized*). Make sure students understand the meaning of these words.

Growing Out and Up New technology helped cities grow. Elevated trains carried passengers over crowded streets. In 1887, the first electric streetcar system opened in Richmond, Virginia. Ten years later, the nation's first electric subway trains began running beneath the streets of Boston.

Public transportation gave rise to **suburbs, living areas on the outskirts of a city**. People no longer had to live in cities to work in cities. Steel bridges also **accelerated** suburban growth. The Brooklyn Bridge, completed in 1883, linked the city center in Manhattan to outlying Brooklyn. As a result, New York City was able to spread out to house its growing population.

Cities began to expand upward as well as outward. In 1885, architects in Chicago constructed the first 10-story building. People called it a "skyscraper" because its top seemed to touch the sky. By 1900, steel-framed skyscrapers up to 30 stories high towered over cities. Electric elevators whisked office workers to the upper floors.

As cities grew outward from their old downtown sections, living patterns changed. Many cities took on a similar shape. Poor families crowded into the oldest sections at the city's center. Middle-class people lived farther out in row houses or new apartment buildings. The rich built fine homes on the outskirts of the city.

Checkpoint How did technology change city life?

Problems of Urban Life

Rapid urbanization brought many problems. Fire was a constant threat in tightly packed neighborhoods. In 1871, fire engulfed Chicago. Winds blew flames across the city faster than a person could run. The Chicago Fire leveled 3 square miles of downtown, killed 300 people, and left 18,000 homeless.

Vocabulary Builder

accelerate (ak SEL er ayt) v. to increase in speed

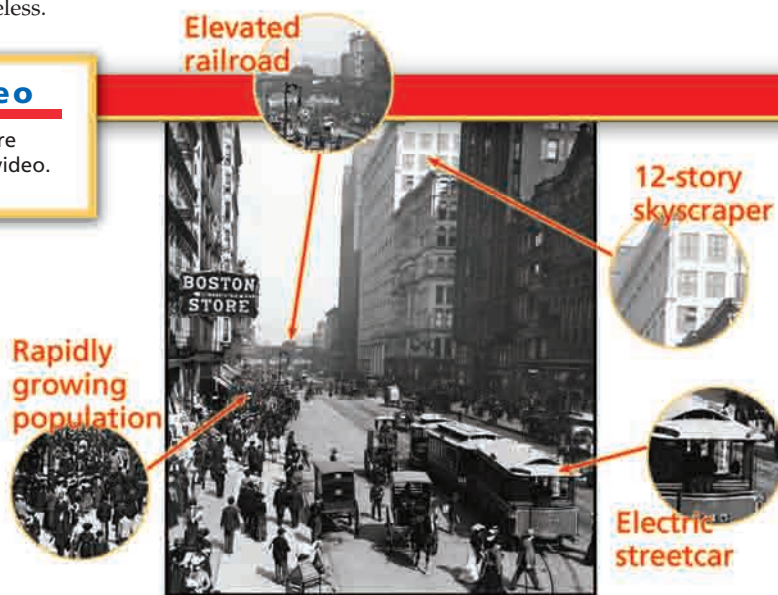
Main Idea

As cities grew, they faced a variety of problems, especially in the poorest neighborhoods.

Explore More Video

Discovery School Video To learn more about American cities, view the video.

A Changing City Cities underwent great changes in the late 1800s. The photograph shows a Chicago street in 1900. **Critical Thinking: Link Past and Present** Describe two ways a picture of this street today might look different.



Section 3 Cities Grow and Change 495

History Background

Expanding Cities. In 1850, six cities had a population above 100,000. One out of twenty people lived in a city. By 1900, 38 cities had populations over 100,000, with almost one out of five people living in a city. Chicago and Philadelphia had over one million residents, while New York City had almost 3.5 million.

Explore More Video

Discovery School Video

View the video *The New American City* with the students to examine the growth of New York City.

Teach

Rapid Growth of Cities

H-SS 8.12.5

Instruction

L2

Vocabulary Builder

High-Use Words Before teaching this section, preteach the High-Use Words **accelerate** and **clinic** using the strategy on TE page 481.

Key Terms Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.

- Have students read *Rapid Growth of Cities* using the Sustained Silent Reading strategy (TE, p. T37).
- Ask students to explain why the proximity of waterways helped cities grow. (*Waterways provided easy transport of goods.*)
- To help the students better understand the concept of *urbanization*, which is important to the understanding of this chapter, use the Concept Lesson *Urbanization*. Provide students with a copy of the Concept Organizer.

All in One Teaching Resources, Unit 6, Concept Lesson, p. 61; Concept Organizer, p. 7

- Use the Skyscraper transparency to engage students in a discussion of building technology and urban life.

Color Transparencies, Skyscraper

Independent Practice

Have students begin filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 14, Section 3 (Adapted Version also available.)

Monitor Progress

As students fill in the study guide, circulate and make sure individuals understand the expansion of cities. Provide assistance as needed.

Answers

Checkpoint Steel and elevators made skyscrapers possible. Elevated trains, streetcars, and modern bridges allowed easy transport in urban areas.

Link Past and Present Possible answers: no horses, buildings would be higher, there would be automobiles.

Problems of Urban Life

H-SS 8.12.5

Instruction

L2

- Have students read Problems of Urban Life. Remind students to look for support for the Main Idea.
- Discuss settlement houses. Ask: **What services did Jane Addams provide for poor people at Hull House?** (*teaching English, child care, recreation for young people*) Ask: **How did these activities help people?** (*Possible answers: They helped people work, adjust to American life, and briefly escape from tenement homes.*)

Independent Practice

Have students continue filling in the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 14, Section 3
(Adapted Version also available.)

Monitor Progress

As students fill in the study guide, circulate and make sure individuals understand the problems caused by urbanization. Provide assistance as needed.



A Tenement Family

This photograph shows a family in their New York tenement apartment. **Critical Thinking: Clarify Problems** Based on this photograph and your reading, identify one problem this family might face daily.

Vocabulary Builder

clinic (KLIHN ihk) *n.* place where people receive medical treatment, often for free or for a small fee

Tenement Life In downtown slums, the poor lived in bleak conditions. People crowded into **tenements, buildings divided into many tiny apartments**. Many apartments had no windows, heat, or indoor plumbing. Often, 10 people might live in a single room. Several families shared a single bathroom.

Slum streets were littered with garbage. Outbreaks of cholera and other diseases were common. Babies ran the greatest risk. In one Chicago slum, half of all babies died before the age of one.

Improving City Life In the 1880s, cities began to improve urban life. They installed streetlights and set up fire, sanitation, and police departments. Public health officials waged war on disease.

Religious groups served the poor. Mother Cabrini, a Catholic nun, set up hospitals and **clinics** for people who could not afford a doctor. The Salvation Army, founded by a Methodist minister, gave food, clothing, and shelter to the homeless.

Settlement Houses Reformers like **Jane Addams** worked hard for poor city dwellers. Addams came from a well-to-do family, but she felt strong sympathy for the poor. In 1889, she opened Hull House, a settlement house in the slums of Chicago. A **settlement house is a center offering help to the urban poor**. Soon, reformers—most of them women—had started settlement houses in other major cities.

At settlement houses, volunteers taught English to immigrants, sponsored music and sports for young people, and provided nurseries for children of working mothers. Addams and other settlement house leaders also pressured state legislatures to outlaw child labor.

Checkpoint What problems did tenement dwellers face?

Answers

Clarify Problems Possible answer: They all lived in one room and were crowded, causing poor sanitation and disease.

Checkpoint poor sanitation, overcrowding, rampant disease, child deaths, the danger of fire

Universal Access

L3 Advanced Readers

Describing Urban Life Using information from the text and additional research, have students write two paragraphs. The first paragraph should describe city life from the perspective of a poor tenement dweller. The second paragraph should describe urban life from the perspective of

L3 Gifted and Talented

a wealthy person who lives in a mansion on the outskirts of town. After writing the paragraphs, have students share their work with the class. Then have students identify similarities and differences between the two experiences of urban life.

The Excitement of City Life

Despite hardships, cities offered attractions that were not available in the country. Newcomers were awed by electric lights that turned night into day, elevated railroads rumbling overhead, and tall buildings that seemed to pierce the clouds.

Department Stores Downtown shopping areas attracted hordes of people. People came to buy the goods pouring in from American factories. To meet the needs of shoppers, merchants developed a new type of store, the department store.

Earlier, people had bought shirts in one store, boots in another, and lamps in a third. A department store offered all of these goods in separate sections of the same store. Shoppers could wander from floor to floor, bathed in light from crystal chandeliers. Elegant window displays advertised the goods for sale.

Leisure Activities Long hours on the job made people value their free time. This strict division between work and play led to a new interest in leisure. To meet this need, cities provided a wealth of entertainment. Almost every museum, orchestra, art gallery, and theatre was located in a city. Circuses drew audiences with elephants, lions, acrobats, and clowns.

In the 1850s, Frederick Law Olmsted planned Central Park in New York. Other cities followed suit. Parks, zoos, and gardens allowed urban dwellers to enjoy green grass and open air.

Main Idea

Cities lured newcomers with a wide variety of attractions and leisure activities.

The Excitement of City Life

 **H-SS 8.12.5**

Instruction

L2

- Have students read *The Excitement of City Life*. Remind them to look for causes and effects.
- Ask: **What were some new attractions and leisure activities available in cities?** (Possible answers: department stores, professional sports, parks, zoos, museums, gardens.)
- Discuss how factory and office work changed the idea of leisure time. Ask: **How is a city worker's schedule different from a farmer's?** (Possible answer: Despite long hours, city dwellers' work and leisure were separate. Farmers lived and worked in the same place with no change.)

Independent Practice

Have students complete the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 14, Section 3
(Adapted Version also available.)

Monitor Progress

- As students complete the study guide, circulate and make sure individuals understand the effect of urbanization on leisure activities. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.



All in One Teaching Resources, Unit 6,
Reading Readiness Guide, p. 50

Cause and Effect

CAUSES

- Growth of industries in cities attracted workers.
- African Americans from the South and immigrants sought a better life.
- Many cities near waterways attracted industries.
- Technological advances led cities to construct subways, trolleys, streetlights, bridges, and skyscrapers.
- Many leisure activities that cities provided drew people to urban areas.

URBANIZATION

EFFECTS

- Urban transportation systems enabled people to live in one part of the city and work in another.
- Flood of people into cities led to teeming neighborhoods that became slums.
- Improvements in transportation gave rise to suburbs.

Reading Charts

Skills Activity

The movement of large numbers of people to cities was one of the biggest social changes of the late 1800s.

- (a) **Interpret Charts** How did technology encourage the growth of cities?
- (b) **Analyze Cause and Effect** Why was the growth of industry a cause of urbanization?

History Background

A Historian's Perspective Historian Ross Miller, writing about Chicago before and after the Great Fire of 1871 in his book *American Apocalypse*, explores how the people of Chicago responded to the disaster. He suggests that the energy and creativity of the Chicagoans' response expressed the American desire for quick

fixes. According to Miller, Americans lacking the patience to address complex social and political problems tend to seek an irrevocable clean sweep. The people of Chicago therefore came to see the fire as an opportunity because it instantly removed all the old barriers to meaningful civic and social change.

Answers

Reading Charts (a) Technological advances led cities to construct subways and other transportation systems, which enabled people to live in one part of the city and work in another. (b) The growth of industry in cities was a cause of urbanization because it attracted workers to cities.

Assess and Reteach

Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Section Quiz, p. 64

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 14, Section 3

Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Interactive Reading and Notetaking Study Guide, Chapter 14, Section 3 (Adapted Version also available.)

Extend

L3

Have students use the Internet to research the growth of cities between 1900 and 1920. Have students make charts or graphs showing how the population of at least five major American cities changed during that time period. Ask students to show their charts or graphs to the class to start a discussion on what caused the population of cities to change in the early 1900s.

Extend Online

For: Help starting the Extend activity
Visit: PHSchool.com
Web Code: Mye-0280

Writing Rubrics Share this writing rubric with students.

Score 1 Does not contain logical ideas and is poorly organized.

Score 2 Contains little appropriate supporting evidence, and organization is unclear.

Score 3 Presents developed, supported ideas and is logical.

Score 4 Presents clearly organized, well-developed, and interesting ideas.

Answer

Checkpoint museums, orchestras, art galleries, theaters, circuses, parks, zoos, public gardens, and sports



Early baseball glove and baseball card

Sports Americans had always enjoyed outdoor games. Not until after the Civil War, however, did professional sports teams begin to spring up in cities. The most popular sport by far was baseball. A guidebook of the time noted:

“Base ball first taught us Americans the value of physical exercise as an important aid . . . in cultivating the mind up to its highest point. It is to the introduction of base ball as a national pastime, in fact, that the growth of athletic sports in general in popularity is largely due.”

—Spalding's Official Base Ball Guide, 1889

The first professional team, the Cincinnati Red Stockings, appeared in 1869. Only seven years later, teams from eight cities formed the National League of Professional Baseball Clubs. A game might draw as many as 5,000 fans, loudly rooting for their city's home team. African American players, banned from the majors in the 1880s, formed their own professional baseball league.

In 1891, James Naismith nailed two peach baskets to the walls of a gym in Springfield, Massachusetts. He handed players a soccer ball and challenged them to throw the ball in the basket. The new game, called basketball, became a favorite winter sport. Football was also popular. At the time, the sport was brutal and dangerous. Players wore no helmets. In one season, 44 college players died of injuries.

Checkpoint What leisure activities did city dwellers enjoy?

Looking Back and Ahead You have already learned that immigration contributed to the growth of cities. In the next section, you will take a closer look at immigrant life.

Section 3 Check Your Progress



Standards Review

H-SS: 8.12.5; E-LA: Reading 8.1.2

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-6143

Comprehension and Critical Thinking

- (a) **Describe** Why did cities grow rapidly after the Civil War?
(b) **Apply Information** What role did technology play in urbanization? Give at least two examples.
- (a) **Identify** What type of housing did poor city dwellers live in?
(b) **Identify Benefits** Why do you think many people wanted to live in cities in spite of harsh conditions?

Reading Skill

- Use Latin Word Origins** The Latin root *urb* means “city.” How does this influence the meaning of the term *suburb*? What other word in Section 3 shows the influence of the root *urb*?

Vocabulary Builder

- Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.
- Urbanization** was the result of people moving to western farms.

- People rode trolleys to the suburbs.
- Tenements** were apartments used by the wealthy.
- Settlement houses** provided needed services for city dwellers.

Writing

- “Life in a city is more rewarding than life outside a city.” List two or three arguments in favor of this opinion and two or three arguments opposing this opinion.

Section 3 Check Your Progress

- (a) They attracted industry, and industry attracted people.
(b) Possible answers: Bridges and skyscrapers needed strong steel; electric streetcars and elevators allowed for the expansion of cities.
- (a) tenements
(b) Cities offered opportunities, jobs, and leisure activities.
- Suburb* means “below”—or “outside of”—“the city.” *urbanization*
- No, urbanization was the result of people moving into cities.
- Yes
- No, tenements were overcrowded apartment buildings inhabited by the very poor in cities.
- Yes
- Answers will vary. Arguments in favor of the opinion should refer to the excitement and opportunities of urban life. Answers opposed to the opinion should refer to the problems of urban life.