

GLENCOE

The
**AMERICAN
VISION**

UNIT 4 RESOURCES

**The Birth of Modern America,
1865–1901**

- CHAPTER 11** Settling the West, 1865–1890
- CHAPTER 12** Industrialization, 1865–1901
- CHAPTER 13** Urban America, 1865–1896



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Book Organization

Glencoe offers resources that accompany *The American Vision* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 11 blackline masters appear in this book immediately following Unit 4 materials. The materials appear in the order you teach—Chapter 11 activities; Chapter 11 section activities; Chapter 12 activities; Chapter 12 section activities; and so on.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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Unit 4

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To the Teacher

THE AMERICAN VISION— THE TOTAL PACKAGE

Glencoe’s Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

Geography and History Activities

These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

Economics and History Activities

These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

History Simulations and Problem Solving

These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

American Literature Readings

These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

Reading Skills Activities

These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

Historical Analysis Skills Activities

These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

Differentiated Instruction Activities

These activities use a variety of reading materials to improve students’ understanding of the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On the second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

English Learner Activities

These worksheets provide a variety of activities that enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

Content Vocabulary Activities

These review and reinforcement activities help students master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Academic Vocabulary Activities

These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Reinforcing Skills Activities

These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

Critical Thinking Skills Activities

These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities are vitally important to a student’s ability to function in an ever-changing world.

(continued)

To the Teacher (continued)

Time Line Activities

Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

Linking Past and Present Activities

By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women's rights, sports, and even animation and music.

Primary Source Readings

These activities allow students to "see" history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

American Art and Music Activities

These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

Interpreting Political Cartoons Activities

These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon's message.

Reteaching Activities

These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

Enrichment Activities

These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

Guided Reading Activities

These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.

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The
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Unit 4 Resources

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★ GEOGRAPHY AND HISTORY ACTIVITY 4



Cities Within Cities: Ethnic Enclaves

FROM FARMS TO CITIES

At the time of the Civil War, most people in the United States worked on farms. As industrialization grew, people moved to the cities where new jobs were available. Just 50 years after the Civil War, more people worked in factories or in other urban work-places than on farms. This change had begun in the northeastern United States where the first water-powered textile mills were located. Industrialization eventually spread to the Midwest, where Chicago became an important manufacturing city.

In addition to people migrating from farms to cities, immigrants from many countries came to the United States to work

in the factories. Between 1860 and 1880, about 5 million immigrants, which included many Chinese and French Canadians, came to the United States. That figure increased to 9 million between 1880 and 1900. Many of the immigrants during those years were from Eastern Europe. (See Table 1.)

IMMIGRANT NEIGHBORHOODS

When they arrived in the United States, many immigrants settled in cities because jobs were more abundant there. Their experiences in large cities such as New York, Boston, or Chicago were similar. Immigrants were often financially poor and lived in overcrowded neighborhoods under bad



Table 1—Immigrants Entering United States From Selected European Countries, 1820–1900

	1820	1830	1840	1850	1860	1870	1880	1890	1900
Millions of immigrants	0.1	0.5	1.4	2.7	2.1	2.7	5.2	3.7	8.2
% of total from:									
Ireland	40.2	31.7	46	36.9	24.4	15.4	12.8	11	4.2
Germany*	4.5	23.2	27	34.8	35.2	27.4	27.5	15.7	4
United Kingdom	19.5	13.8	15.3	13.5	14.9	21.1	15.5	8.9	5.7
Scandinavia	0.2	0.4	0.9	0.9	5.5	7.6	12.7	10.5	5.9
Russia*					0.2	1.3	3.5	12.2	18.3
Austria-Hungary*					0.2	2.2	6	14.5	24.4
Italy					0.5	1.7	5.1	16.3	23.5

*Continental European boundaries prior to 1919.

SOURCES: *Ellis Island and the Peopling of America*, NY: The New Press. U.S. Bureau of the Census.

The first row shows the total number of immigrants from Europe for each decade. For example, between 1820 and 1829, .1 million Europeans immigrated to the United States. The rows below the total show the percentages of immigrants from each country listed.

★ GEOGRAPHY AND HISTORY ACTIVITY 4 (continued)

conditions. Usually these neighborhoods were in industrial areas where jobs could be found.

In addition, new immigrants often settled in areas of the city where other people from their home country lived. These neighborhoods were called ethnic enclaves. *Ethnic* describes a group of people with common customs, characteristics, and language. In geography, an *enclave* describes a small country or territory surrounded by a larger country or territory. Ethnic enclaves were like small foreign cities within the larger cities. People followed the same customs as they had in their homeland. Their language, dress, food, houses of worship, newspapers, and even games were from the old country. The churches and synagogues in the immigrant neighborhoods were very important not only as places to worship, but also for education, social activities, and ties to their homeland.

CHICAGO'S WEST SIDE

An example of an ethnic enclave on Chicago's West Side was at South Halsted and Maxwell Streets, south of West 12th Street. In the 1880s, large numbers of Eastern European Jews, mostly from Russia, began living around Maxwell Street. The area became the center of Jewish life on the West Side. People spoke Yiddish and read newspapers printed in Yiddish. The food sold at the markets and bakeries included the familiar meats and breads of their ancestors. Peddlers pushing carts and selling goods, a common practice in Eastern Europe, could be seen in the neighborhood streets. Over 40 synagogues—or Jewish houses of worship—were within walking distance of the corner of Halsted and Maxwell Streets.

Around 1900, most Jews living on the West Side worked as peddlers or in the garment industry. The working conditions in

the garment industry were unsanitary and overcrowded, and workers toiled long hours for low pay. Some people produced clothing in factories, but many others worked in what were called "sweatshops." The sweatshops made products for the garment factories, but they were located in unventilated apartment buildings in the neighborhood.

MAXWELL STREET MARKET

Jewish peddlers sold a variety of household items, including food, clothing, thread, and dishes. Some Jewish peddlers carried heavy loads of goods to other parts of the city, while others stayed in the neighborhood and sold goods from their pushcarts. Between 1880 and 1900, Maxwell Street evolved into an open-air marketplace. Local



This photograph shows a portion of Maxwell Street and the open air market.

★ GEOGRAPHY AND HISTORY ACTIVITY 4 (continued)

markets were important to the people in poor neighborhoods because transportation was often too expensive or unavailable. Every morning, Maxwell Street was busy with people buying and selling goods. It eventually became a place where people from the surrounding ethnic enclaves came together to shop, bargain, visit, and even work side by side.

By the 1920s, most of the Eastern European Jews had moved from the West Side tenements to better neighborhoods. Maxwell Street Market continued to grow, however, as new waves of immigrants arrived. Jewish, Polish, Lithuanian, Bohemian, African American, and Latino merchants all sold their products at the Maxwell Street Market.

In the 1950s, the market was a huge tourist attraction. Thousands of people gathered every Sunday to listen to music, look for bargains, and eat at the ethnic food stands. The city of Chicago closed the market in 1994 to make way for new construction. The tradition that was started by

DID YOU KNOW?

Unsanitary conditions in the tenements were largely due to lack of plumbing and clean water. In the 1890s, over a quarter of a million people in Chicago had no bathing facilities.

By 1910 the garment industry had become Chicago's largest employer with a workforce of 38,000 people.

The fire that destroyed most of Chicago in 1871 started on De Koven Street on the West Side. Because of a northeasterly wind, much of the West Side was not burned.

In the late 1800s, the unpaved streets in Chicago were like seas of mud during rainy weather.

Jewish immigrants in one of Chicago's poorest neighborhoods had brought people of many countries and backgrounds together for more than 100 years.

APPLYING GEOGRAPHY TO HISTORY

Directions: Write the answer to each question in the space provided.

Recalling Information

1. What are ethnic enclaves?

2. During which decade shown on the table did the most Russians immigrate to the United States?

3. Why did immigrants move into neighborhoods that had poor living conditions?

★ **GEOGRAPHY AND HISTORY ACTIVITY 4** (continued)

4. What ethnic groups other than Europeans came to the United States in large numbers between 1860 and 1880?

6. Understanding Cause and Effect Immigration from Europe to the United States decreased in the decade of the 1860s. What events were occurring during that time that may have caused this slowdown?

Critical Thinking

5. Synthesizing Information Many cities today have well-known, established ethnic enclaves. Name a few of these areas that you know of personally or have read about in books or have seen on TV or in the movies.

Economics and History Activity 4



Laissez-Faire Economics

In the mid- to late-1800s, the free enterprise system played an important role in shaping the industrial development of the United States. Many people believed in an economic policy known as laissez-faire, in which the government does not intervene in the economy except to protect property rights and maintain peace. In the United States, laissez-faire economics became especially relevant after the Civil War. However, the government did not operate purely based on the ideals of free enterprise, and sometimes interfered in the economy in order to promote the growth of business.

ORIGINS OF LAISSEZ-FAIRE

The notion of laissez-faire originated in the 1700s in response to the economic system known as mercantilism. Under this system, nations sought to increase their strength through the use of colonies as a source of raw materials and a market for finished goods. Mercantilists believed that trade between countries always benefited one country more than the other, and that nations should try to export more than they imported. Advocates of laissez-faire argued that when individuals are allowed to make decisions out of their own self-interest, it benefits both the individual and society as a whole. They also believed that free trade could benefit both countries involved by providing a market for extra goods a country did not need, and also providing some products from abroad for less money than it cost to make them at home.

CHARACTERISTICS OF LAISSEZ-FAIRE

True laissez-faire economics is characterized by an almost total lack of government interference in the economy. This includes a lack of government regulation in areas such as wages and prices, labor, and environment. A government that practices laissez-

faire policies also keeps taxes on individuals and corporations low. Some laissez-faire advocates do not think the government should have a right to tax at all. Another important facet of laissez-faire economics is a commitment to free trade. In reality, governments almost always intervene to some degree in the economy. The economy of the United States during the Gilded Age was a product of both laissez-faire policies and government intervention.

REGULATIONS ON INDUSTRY

Today, the United States has many laws regulating industry. Some of these laws, such as the federal minimum wage, are designed to protect workers. Others protect the environment. Laws prohibiting trusts and monopolies attempt to keep the marketplace competitive. All these regulations restrict the actions of corporations in an attempt to benefit the public at large. During the mid- to late-1800s, government regulations on industry were almost nonexistent, a situation that reflected the ideals of laissez-faire. Many people worked long hours in unsafe conditions for little money. Those who complained were often fired. These conditions led to the rise of unions that protested the way workers were treated and attempted to get laws passed that would protect workers and their rights.

In its dealings with industry during this period, the U.S. government went out of its way to help American companies. One example of this is the issuing of land grants to railroad companies. In the 1850s and 1860s, the federal government gave over 120 million acres of land to railroad companies, which then sold the land to settlers and speculators, making a huge profit in the process. This kind of pro-business action showed that the government was not entirely willing to refrain from intervening in the economy.

Economics and History Activity 4 (continued)

TAXATION

In laissez-faire economics, taxes are kept to a minimum under the principle that individuals and corporations should be able to choose how to spend their own income. Advocates of laissez-faire also believe that low tax rates make the economy grow more quickly. Today, individuals and corporations pay taxes, which are used to fund schools, roads, and other public ventures. During most of the 1800s, there was no income tax for individuals or corporations, and the government generated most of its income from tariffs on imported goods. This policy benefited entrepreneurs and corporations and allowed industry to grow at an unprecedented rate.

FREE TRADE

Perhaps the greatest divergence of U.S. government policy from the ideas of laissez-faire came in the area of trade. Because the government had no other way to raise money during most of the 1800s, it placed enormous tariffs on imported goods. This was intended to protect young industries in the United States from having to compete with better-established European industries. While it may have succeeded in helping American industries, this policy hurt international trade by making foreign goods more expensive in the United States and discouraging trade. For example, the Morrill Tariff of 1861 greatly increased taxes on imported goods, nearly tripling them by 1865. This caused Americans to buy fewer

foreign goods and other nations put tariffs on American products in response.

APPLYING ECONOMICS TO HISTORY

Directions: Use the information you have read and the information in Figure 1 to answer the following questions on a separate sheet of paper.

Recalling Information

1. What is laissez-faire economics?
2. How was laissez-faire a response to mercantilist notions about trade?
3. What were the results of the lack of regulations on industry in the 1800s?
4. How did the government raise money in the 1800s?
5. What are three characteristics of a laissez-faire economy?

Critical Thinking

6. **Drawing Conclusions** Sociologist William Graham Sumner was an advocate of laissez-faire economics in the mid- to late-1800s. Sumner argued that this era was not one of true laissez-faire, but rather one of plutocracy, in which those with wealth and political connections used the power of government to advance their own interests. Explain whether you agree with Sumner's analysis.

Figure 1-Characteristics of Laissez-Faire Economics

Characteristic	Description
Lack of government regulation of industry	The government does not impose regulations on wages, prices, labor, or environment
Low taxes	The government imposes either little or no tax on individual incomes and corporate profits
Free trade	The government does not impose barriers such as tariffs against trade with foreign nations

★ Simulation 4: Reform Movements

Topic

In this simulation, students will learn about social problems of the Gilded Age and describe various solutions to the problems. They will create their own reform organizations to address issues of labor, poverty, and segregation. They will then present their new organization to the class, who will play the role of potential philanthropists considering a donation to the new reform organization.

Purpose

Although the Gilded Age was a time of industrial growth and increasing prosperity, many Americans still struggled to survive. Industrial workers faced difficult conditions that they had little power to change. Urban poverty affected many Americans, especially new immigrants. Meanwhile, African Americans struggled to overcome racism in the wake of Reconstruction's failure. This simulation will allow students to understand the causes of these problems and how reform movements sought to address them.

Objectives

By participating in this simulation, students will:

- Learn about the social problems that accompanied the prosperity of the Gilded Age.
- Consider what daily life was like for industrial workers, the urban poor, and African Americans during this time period.
- Study how reform movements sought to improve the lives of Americans.
- Develop an understanding of the resources needed to set up a relief organization such as Jane Adams's Hull House.

Suggested Resources

- ✓ Historical accounts of working conditions in factories during the mid- to late-1800s
- ✓ Books and articles about life in urban American during the Gilded Age
- ✓ Primary sources that deal with segregation and racism in the post-Civil War era, such as Ida B. Wells's newspaper the *Memphis Free Speech*
- ✓ Mission statements, pamphlets, and other literature published by organizations such as the American Federation of Labor, Hull House, the Salvation Army, and the NAACP

Procedures/Pacing Guide

This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time). You can shorten the time required by doing some of the preparatory work yourself. If possible, devote at least two class periods to the simulation.

Day 1—Introduce the Simulation

Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of social problems in the United States during the Gilded Age. Discuss the effects of industrialization on the American worker and the lives of immigrants who settled in urban areas. Ask students to consider how life changed for African Americans after the Civil War, and the ways in which they continued to face discrimination. Discuss the formation of organizations and movements such as unions, charities, and activist groups to address these issues. Near the end of class, organize students into three groups. Explain that they are concerned citizens of the Gilded Age who have decided to create new organizations to address the following social problems: poor working conditions



★ Simulation 4: Reform Movements (continued)

for industrial laborers, poverty in large cities, and discrimination against African Americans. Each group will draw up a plan of action, taking into account who they are hoping to help, what kind of help they will provide, and how they will raise funds for their operations. Tell students that on Day 4, each group will present their plan of action to the class, who will play the role of philanthropists who are considering making a donation to the new reform organization. Distribute copies of Simulation Sheet 2 to all students and ask them to begin their out-of-class research immediately.

Day 2—Prepare for the Simulation

Use Simulation Sheet 2 as the basis for this lesson. Groups should research the answers to the questions using library resources, the Internet, and materials you provide. Tell students that they should try to be as specific as possible in putting together their plans for their organization. For example, students working on urban poverty should consider which segment of the urban poor they intend to focus on—examples might include recent immigrants or children living in poverty. Once students have decided a specific group on which to focus, it will be easier for them to develop a detailed plan. Encourage students to use real organizations as models for the ones they will create. Understanding the goals of reformers who worked on these issues will give students a better idea of the scope and organization of their own plans.

Day 3—Prepare for the Simulation

Students should meet in their assigned groups to share the results of their research, plan for the next day's simulation, and prepare their final plan for their organizations. Have students choose a

name and a mission statement for the organization they have created. Students may wish to create posters or pamphlets that explain their organization's goals. Remind students that the rest of the class will be deciding whether or not to donate to their group's new organization. Have students perform a practice run-through of the presentations they will give for the simulation.

Day 4—Conduct the Simulation

Have each group present their reform organization to the class using the following format:

★ **Step One—Finalize Material.** Have each group meet to finalize their presentations and gather any materials they intend to use.

★ **Step Two—Presentation of New Reform Organizations.** Have students present their new organizations, addressing each of the questions that they answered on Simulation Sheet 2. Students should remember that the rest of the class is playing the part of potential donors to each group's cause. Encourage students to think about how well each group answered the questions. Ask students to take notes on each presentation.

★ **Step Three—Discuss the Presentations.** Have students use remaining class time to discuss what they think of each group's initiatives.

Day 5—Solve the Problem

Have students write a brief essay discussing one of the presentations other than their own. In their essays, students should say whether as a philanthropist they would be persuaded to donate to the organization and explain why or why not. Ask students to evaluate how well the organization would meet the needs of the community.

History Simulations and Problem Solving 4 **Simulation Sheet 1**

Reform Movements

Directions: In this simulation, you will study some of the social problems that arose in the United States during the period known as the Gilded Age. You will also learn about the reform movements that arose to address these problems. To help you prepare, read the background information. Then answer the questions that follow.

BACKGROUND INFORMATION

During the Gilded Age, rapid industrialization allowed many Americans to grow wealthy. However, not all were so fortunate. The workers who toiled in new factories often faced dangerous working conditions. Many worked 60 hours or more each week, and the average worker made 22¢ per hour. Workers who complained about conditions faced being fired. Soon, laborers realized that they would have more power if they banded together. Industrial unions such as the Knights of Labor sought to protect workers’ rights and institute reforms such as the eight-hour workday and the abolition of child labor.

Some of the workers who hoped to benefit in unions were recent immigrants to the United States. Immigrants made up part of the fast-growing population of the nation’s

cities. While cities were vibrant and interesting places to live, they were also home to some of the poorest Americans. The urban poor often lived in tenements, dark and crowded apartments that housed several families. In the hope of providing the urban poor with opportunities to better their lives, organizations like Hull House offered a diverse array of services, such as English classes for new immigrants and healthcare for the sick.

In southern rural communities, African Americans struggled to overcome discrimination. Measures such as the poll tax and literacy tests legally disenfranchised African Americans. Segregation kept African Americans from enjoying the same rights that whites did. Those who spoke out faced retribution, sometimes in the form of lynching. Activists like Ida B. Wells fought for the rights of African Americans in spite of the risks involved. Wells’s Crusade Against Lynching denounced mob violence. Some reformers, such as Booker T. Washington, urged African Americans to focus on economic goals instead of the fight for political equality. Others, such as W.E.B. Du Bois, argued that the fight for civil rights must not end until equality had been achieved.



1. What were some of the social problems Americans faced during the Gilded Age?

2. How did reformers and activists attempt to solve these problems?

History Simulations and Problem Solving 4 **Simulation Sheet 2**

UNIT 4

Reform Movements

Directions: During the Gilded Age, reformers took action to solve the social problems of the time. You will participate in the planning of an organization that will solve one of three problems: poor working conditions

for industrial laborers, urban poverty, and discrimination against African Americans in the South. To help you prepare, answer the following questions for your assigned group.



1. What segment of the population does your organization hope to help? You may wish to narrow down your focus to a particular subsection of the population.

2. What are some of the specific problems faced by the people you want to help? Which problems do you think are most urgently in need of solutions?

3. What are your specific goals for the people you intend to help? What improvements do you hope to see after one year?

4. What actions will you take in order to achieve your goals? Will you offer programs? Organize protests? Appeal to Congress for legislation?

5. How will you attract publicity and sympathy for your cause?

6. How will you acquire funds to keep your organization running?

7. Who are some influential leaders in your movement you might look to for advice or inspiration?

★ American Literature Readings 4



The Birth of Modern America

INTRODUCTION

During the years following the Civil War, the United States experienced intense growth. Industries sprang up and prospered. Western lands attracted ranchers and farmers. Native Americans were losing their lands and freedoms as they were forced onto the reservations and into white culture. Immigrants poured into the eastern cities, swelling urban populations.

One popular literary form at this time was local color or regionalism—detailed and descriptive styles of writing that focused on the characters, dialect, customs, topography, and other features particular to a specific region.

from “The Luck of Roaring Camp”

Bret Harte

❑ **About the Selection** Bret Harte (1836–1902) was a Western writer who started life in New York State. He moved to California in 1854 and worked at a number of jobs, including express messenger, teacher, miner, journalist, and writer. In 1870 the publication of “The Luck of Roaring Camp” made Harte a celebrity. His popularity was especially strong in the East where people carried romantic notions about wild Western life. Some call Harte the “first great success of the local colorist school.”

GUIDED READING

As you read, imagine yourself having always lived in a city on the East Coast. What would your thoughts be about Roaring Camp? Then answer the questions that follow.

The assemblage numbered about a hundred men. . . . The term “roughs” applied to them was a distinction rather than a definition. Perhaps in the minor details of fingers, toes, ears, etc., the camp may have been deficient, but these slight omissions did not detract from their aggregate force. The strongest man had but three fingers on his right hand; the best shot had but one eye. . . .

Such was the physical aspect of the men that were dispersed around the cabin. . . . In the midst of an excited discussion an exclamation came from those nearest the door, and the camp stopped to listen.

Above the swaying and moaning of the pines, the swift rush of the river, and the crackling of the fire, rose a sharp, querulous cry,—a cry unlike anything heard before in the camp. The pines stopped moaning, the river ceased to rush, and the fire to crackle. It seemed as if Nature had stopped to listen too.

The camp rose to its feet as one man! It was proposed to explode a barrel of gunpowder, but in consideration of the situation of the mother, better counsels prevailed, and only a few revolvers were discharged; for whether owing to the rude surgery of the camp, or some other reason, Cherokee Sal was

(continued)

American Literature Readings 4



sinking fast. Within an hour she had climbed, as it were, that rugged road that led to the stars, and so passed out of Roaring Camp, its sin and shame forever. . . .

The door was opened, and the anxious crowd of men, who had already formed themselves into a queue, entered in single file. Beside the low bunk or shelf, on which the figure of the mother was starkly outlined below the blankets, stood a pine table. On this a candle-box was placed, and within it, swathed in staring red flannel, lay the last arrival at Roaring Camp.

Beside the candle-box was placed a hat. Its use was soon indicated. "Gentlemen," said Stumpy, with a singular mixture of authority and *ex officio* complacency,—“Gentlemen will please pass in at the front door, round the table, and out at the back door. Them as wishes to contribute anything toward the orphan will find a hat handy.” The first man entered with his hat on; he uncovered, however, as he looked about him, and so unconsciously set an example to the next.

In such communities good and bad actions are catching. As the procession filed in comments were audible,—criticisms addressed perhaps rather to Stumpy in the character of showman,—“Is that him?” “Mighty small specimen”; “Hasn’t mor’n got the color”; “Ain’t bigger nor a derringer.”

The contributions were as characteristic: A silver tobacco-box; a doubloon; a navy revolver, silver mounted; a gold specimen; a very beautifully embroidered lady’s handkerchief (from Oakhurst the gambler); a diamond breastpin; a diamond ring (suggested by the pin, with the remark from the giver that he “saw that pin and went two diamonds better”); a slung shot; a Bible (contributor not detected); a golden spur; a silver teaspoon (the initials, I regret to say, were not the giver’s); a pair of surgeon’s shears; a lancet; a Bank of England note for £5; and about \$200 in loose gold and silver coin. . . .

By the time he was a month old, the necessity of giving him a name became apparent. . . . Gamblers and adventurers are generally superstitious, and Oakhurst one day declared that the baby had brought “the luck” to Roaring Camp. It was certain that of late they had been successful. “Luck” was the

name agreed upon, with the prefix of Tommy for greater convenience. No allusion was made to the mother, and the father was unknown. “It’s better,” said the philosophical Oakhurst, “to take a fresh deal all round. Call him Luck, and start him fair. . . .”

On the long summer days The Luck was usually carried to the gulch from whence the golden store of Roaring Camp was taken. There, on a blanket spread over pine-boughs, he would lie while the men were working in the ditches below. Latterly there was a rude attempt to decorate this bower with flowers and sweet-smelling shrubs, and generally some one would bring him a cluster of wild honeysuckles, azaleas, or the painted blossoms of Las Mariposas. The men had suddenly awakened to the fact that there were beauty and significance in these trifles, which they had so long trodden carelessly beneath their feet. A flake of glittering mica, a fragment of variegated quartz, a bright pebble from the bed of the creek, became beautiful to eyes thus cleared and strengthened, and were invariably put aside for The Luck. It was wonderful how many treasures the woods and hillsides yielded that “would do for Tommy.” Surrounded by playthings such as never child out of fairyland had before, it is to be hoped that Tommy was content. . . .

From *The Luck of Roaring Camp, the Outcasts of Poker Flat & the Idyl of Red Gulch* by Francis Bret Harte. New York: P.F. Collier & Son, 1917.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. Cite some examples of local color in “The Luck of Roaring Camp.”
2. What sorts of men lived at Roaring Camp? How can you tell?
3. What happened to the “roughs” after Tommy Luck was born? What does this say about human nature?
4. **CRITICAL THINKING** If Tommy Luck had not been born, what do you think would have become of the men? The baby dies at the end of the story. What do you think became of the men then?

★ American Literature Readings 4 ★



from “The School Days of an Indian Girl (The Cutting of My Long Hair)” *Zitkala-Sa (Gertrude Simmons Bonnin)*

❑ **About the Selection** Zitkala-Sa (Gertrude Simmons Bonnin) (1876–1938) was born on the Pine Ridge Reservation in South Dakota of a white father and a Sioux mother. She left Pine Ridge at the age of eight to attend a Quaker missionary school. Later, she continued her education in white schools, realizing that knowledge of white culture was necessary both for personal advancement and for the advancement of her people. As an adult, she was a passionate, tireless, and outspoken advocate for Native American education, health care, and voting rights. According to biographer Roseanne Hoefel, “Zitkala-Sa [was] the first American Indian woman to write her story without aid of an editor, interpreter, or ethnographer.”

GUIDED READING

As you read, note your feelings for Zitkala-Sa as a child. Then answer the questions that follow.

The first day in the land of apples was a bitter-cold one; for the snow still covered the ground, and the trees were bare. A large bell rang for breakfast, its loud metallic voice crashing through the belfry overhead and into our sensitive ears. The annoying clatter of shoes on bare floors gave us no peace. The constant clash of harsh noises, with an undercurrent of many voices murmuring an unknown tongue, made a bedlam within which I was securely tied. And though my spirit tore itself in struggling for its lost freedom, all was useless. . . . As I walked noiselessly in my soft moccasins, I felt like sinking to the floor, for my blanket had been stripped from my shoulders.

Late in the morning, my friend Judéwin gave me a terrible warning. Judéwin knew a few words of English; and she had overheard the paleface woman talk about cutting our long, heavy hair. Our mothers had taught us that only unskilled warriors who were captured had their hair shingled by the enemy. Among our people, short hair was worn by mourners, and shingled hair by cowards!

We discussed our fate some moments, and when Judéwin said, “We have to submit, because they are strong,” I rebelled.

“No, I will not submit! I will struggle first!” I answered.

I watched my chance, and when no one noticed I disappeared. I crept up the stairs as quietly as I could in my squeaking shoes,—my moccasins had been exchanged for shoes. Along the hall I passed, without knowing whither I was going. Turning aside to an open door, I found a large room with three white beds in it. The windows were covered with dark green curtains, which made the room very dim. Thankful that no one was there, I directed my steps toward the corner farthest from the door. On my hands and knees I crawled under the bed, and cuddled myself in the dark corner.

From my hiding place I peered out, shuddering with fear whenever I heard footsteps near by. Though in the hall loud voices were calling my name, and I knew that even Judéwin was searching for me, I did not open my mouth to answer. Then the

(continued)

American Literature Readings 4



UNIT 4

steps were quickened and the voices became excited. The sounds came nearer and nearer. Women and girls entered the room. I held my breath, and watched them open closet doors and peep behind large trunks. Some one threw up the curtains, and the room was filled with sudden light. What caused them to stoop and look under the bed I do not know. I remember being dragged out, though I resisted by kicking and scratching wildly. In spite of myself, I was carried downstairs and tied fast in a chair.

I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids.

Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.

From "The School Days of an Indian Girl" by Zitkala-Sa [aka Gertrude Simmons Bonnin] from *American Indian Stories* by Zitkala-Sa. Washington: Hayworth Publishing House, 1921.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. Why did Zitkala-Sa protest having her hair cut?

2. Relate some ways Zitkala-Sa describes what she was accustomed to as a Native American and the treatment she received at the Quaker school.

3. Why do you think the administrators of the Quaker school forced the Native American children into white ways?

4. **CRITICAL THINKING** Did the Quakers and other groups have a valid reason for forcing Native Americans into white culture? Explain your answer.

★ American Literature Readings 4 ★



from “All Right! Hurry Up!”

Abraham Cahan

❑ **About the Selection** Abraham Cahan (1860–1951), a Lithuanian Jew, came to America in 1882 to escape political troubles. More than 2 million Jews followed him between 1887 and 1915. Most were from Eastern European countries, were poor, and spoke no English. Cahan, a brilliant thinker with a compassionate heart, soon learned English and became a champion for his people. His first journalism job was for the *New York Commercial Advertiser*. He covered news and human interest topics as varied as war and sacred holidays. Later he became the first editor of the Yiddish newspaper the *Forward*, a family paper written in simple, colloquial Yiddish, addressing everyday problems faced by his immigrant readers. Cahan was equally a respected story and novel writer.

GUIDED READING

As you read, look for evidence of the author’s feelings for the immigrants. Then answer the questions that follow.

One day, for example, he saw a young Czech hand his newly arrived sister a list of English words and their definitions which he ordered her to get by heart by the time her case had been disposed of by the clerks. The girl looked alarmed, but her brother would not relent.

“If you want to be treated with respect you must know how to speak English,” he explained to her. “It won’t take you more than ten minutes, dear. When you have lived in America for some time you will understand how necessary it is to know how to say ‘all right,’ ‘hurry up,’ ‘street’ and such words. . . .”

An old woman sat with a little girl by her side. When the polyglot observer asked her, in Romanian, whether it was her daughter, she interlocked her fingers and shook her head mournfully.

“Her father left for America six years ago,” she said, “and when he sent a ticket for her—her name is Margiola—I brought her over.”

About an hour later Margiola came face to face with her father. He looked her over, smiling curiously. “What’s the matter?” asked the linguist.

“No matter at all,” the Romanian answered, wistfully. “I recognized her at once. She is her mother all over. The very picture of her. I never saw a little bit of a girl look so much like a big one, did you?”

He smiled as he went on scanning Margiola from head to foot, now talking to the old woman, now eyeing the child silently. At one moment his eyes filled with tears. The next moment he started.

“But what is this I see?” he shouted. “Barefoot? That won’t do. No barefooted children in America. I can’t take her home this way. Is there a shoe store on the island?”

When told that there was not, he was in despair. “I could take her to a shoe store on our way home,” he said, “but suppose somebody I know meets us in the car? My New York friends don’t know anything

American Literature Readings 4



about my old home, and when they see this little girl without shoes, they will say: 'Ah, you were a peasant at home.' So I want her to look like an American girl."

The old woman had to wait the rest of the day on the island, so she volunteered to take care of the girl until her father should bring her a pair of shoes. An hour and a half later he returned with the shoes and a red dress.

"Will you be an American girl?" he asked Margiola as the old woman took her into a corner to put on the new things.

Margiola nodded assent.

"Your name is not Margiola any longer. It's Maggy, do you hear?"

"Yes," answered "Maggy," dazed and tearful.

Presently Margiola or Maggy made her appearance in shoes and a brand-new dress of flaming red. Her tears were gone. . . .

From "All Right! Hurry Up!" from *Grandma Never Lived in America: The Journalism of Abraham Cahan*, edited with an introduction by Moses Rischin. Copyright © 1985 by Moses Rischin. Reprinted by permission of Moses Rischin.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What does Cahan mean by the phrase "a polyglot visitor to Ellis Island"?

2. What does the young Czech tell his sister? Why is his instruction humorous?

3. What is the main idea in Cahan's two portraits? Why was this idea so important to many immigrants?

4. **CRITICAL THINKING** The little Romanian girl Margiola is at least five years old. Her father dresses her like an American girl, but how do you think she can still be identified as a new arrival in America?

The AMERICAN VISION

Chapter 11 Resources

Settling the West, 1865–1890

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**Reading Skills Activity 11**

Identifying the Main Idea

LEARNING THE SKILL

Authors often organize their writing by stating a main idea and then supporting it with details. The main idea is the central thought that the author is trying to get across. Finding the main idea can help you understand what a text is about. You can use clues to help you identify the main idea. Sometimes a title or heading will give you information about a paragraph's main idea. Often there will be a topic sentence that states the main idea at the beginning of a paragraph or group of paragraphs.

PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph and then answer the questions below.

The bountiful harvests in the Wheat Belt helped the United States become the world's leading exporter of wheat by the 1880s. Then things began to go wrong. A severe drought struck the plains in the late 1880s, destroying crops and turning the soil to dust. In addition, competition from farmers in other countries began to increase. By the 1890s, a glut of wheat on the world market caused prices to drop. Some farmers tried to make it through these difficult times by mortgaging their land—that is, they borrowed money based on the value of their land. If they failed to meet their mortgage payments, they forfeited the land to the bank. Some who lost their land continued to work it as tenant farmers, renting the land from its new owners. By 1900, tenants cultivated about one third of the farms in the corn and wheat areas.

1. What is the main idea of the paragraph?
2. What details are used to support the main idea?

APPLYING THE SKILL

DIRECTIONS: Work with a partner. Write a paragraph about something that happened to you in the last week, being sure to clearly state a main idea. For example, if you were to write about going to the park with some friends, your main idea might be "On Tuesday, Jack and Amy and I had a great time playing soccer at the park." You would then support this statement with details about the time you spent at the park. When you and your partner have both completed your paragraphs, switch them and try to identify the main idea in your partner's paragraph. Then look for details that support the main idea.

★ **Historical Analysis Skills Activity 11**

Interpreting Maps

LEARNING THE SKILL

Maps are an important part of studying history. They can help you visualize what you read about and introduce you to new information. The most important thing to do when you see a map is to identify the map's purpose. What information is it intended to give? One key to finding this information is the map's title. Some maps also have keys that explain the symbols used on the map. You can use the key to help you understand the information contained in the map.

PRACTICING THE SKILL

DIRECTIONS: Refer to the map on page 390 of your text and answer the following questions.

1. What information does this map provide?

2. Which city had railroads running directly to the cities of St. Paul, Omaha, Salt Lake City, and Kansas City?

3. Which cattle trail was located farthest east? Where did the trail end?

4. Which cities were most likely destination points for cattle driven up the Goodnight-Loving Trail? Why?

APPLYING THE SKILL

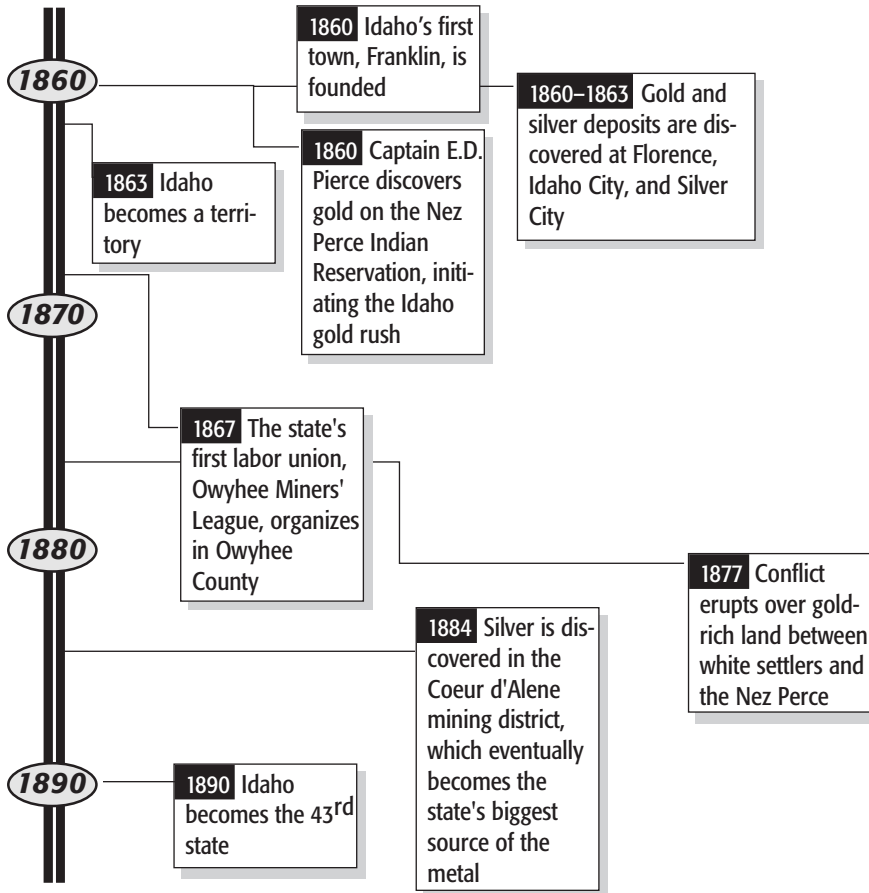
DIRECTIONS: Use Internet or library resources to find a map of your state from the same period as the map on page 390 (1848–1890). Write a paragraph describing what kind of map it is and what information it gives you. What can you learn about your state from looking at the map?

★ Differentiated Instruction Activity 11

Events Leading to Statehood for Idaho

Study the time line below to see how events beginning in 1860 led to the development of Idaho as a territory and its eventual statehood.

IDAHO HISTORY, 1860–1890



Sources: www.idahohistory.net/dateline.html; www.idahomining.org/history.html

DIRECTIONS: On a separate sheet of paper, answer the following questions based on the time line above.

- Determining Cause and Effect** How did the discovery of precious metals affect Native Americans in the Idaho Territory?
- Determining Cause and Effect** What was the main factor in Idaho's development into a state? How is Idaho similar to or different from other western states in this way?



Differentiated Instruction Activity 11 (continued)

FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Discuss the meaning of *initiating*, *organizes*, and *erupts*. If necessary, have advanced learners work with English learners to understand the questions.

Below Grade Level (BL) Help students review the information in the time line by creating a *who-what-when-where-why* organizer like the one below. Suggested answers are in italics.

Who	<i>Miners</i>
What	<i>Finding gold and silver</i>
When	<i>1860–1863, 1884</i>
Where	<i>Idaho</i>
Why	<i>Miners were hoping to make money from precious metals they found.</i>

On Grade Level (OL) Have students work independently to study the time line and answer the questions.

Advanced Learners (AL) Have students research how the discovery of gold influenced the growth of boomtowns in Idaho.

English Learner Activity 11 ★ ★ ★ ★ ★ ★

Settling the West, 1865–1900

★ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the primary source quote from *Foreigners in Their Native Land* on page 393, answer the following questions.

1. What were some ways that Spanish Californians influenced the development of the West? How did they balance living as U.S. citizens while keeping the traditions of their ancestors alive?

2. What are some ways that people born in the United States today keep the traditions of their ancestors alive?

★ B. PRE-READING ACTIVITY

Vocabulary Review

Reviewing the words and expressions below will help you understand the reading.

class (n.): a group of people sharing similar characteristics

citizen (n.): a native or naturalized person who owes allegiance to a government and is entitled to protection from it

loyal (adj.): faithful in allegiance to one's government

shall (v.): will have to; must

especially (adv.): in particular

honor (v.): to regard or treat with honor or respect

founder (n.): one who establishes

ancient (adj.): having existed for many years; very old

saints (n.): people who stand out for their virtue and religiousness

heroes (n.): people admired for their achievements and noble qualities

vaqueros (n.): Hispanics who worked as cowboys

hacienda (n.): a large ranch covering thousands of acres

English Learner Activity 11 (continued) ★ ★ ★ ★ ★

✦ C. WORD BUILDING ACTIVITY

Word Forms

Directions: Choose the correct word from each pair.

1. It is important that citizens remain (loyalty/loyal) to their country.
2. The lifeguard performed a (hero/heroic) rescue on the swimmer.
3. The students wrote a poem to (honor/honorable) the Fourth of July.
4. The city was (founder/founded) many years ago.
5. The old cathedral had many paintings of (saints/sainted) on its walls.

✦ D. LANGUAGE STUDY ACTIVITY

Recognizing Correct Subject-Verb Agreement

Language Study Note: Subject-Verb Agreement in the Present

One common error in English is subject-verb agreement. This is a problem in the present tense because there is a different form for the verb if the subject is third person singular (a singular noun or the pronouns *he*, *she*, and *it*). For example, you write *I honor*, *you honor*, *we honor*, *they honor*, but you must write *he honors*, *she honors*, *it honors*, and *the citizen honors*. If you put an *-s* ending on a verb that does not have a third person singular subject, or forget to put an *-s* ending if it does, you create a subject-verb agreement error. Make sure to identify the subject and verb, especially if words separate them, before deciding whether to add an *-s* ending in present tense.

Incorrect: He *honor* his ancestors.

Correct: He *honors* his ancestors. (subject = *he*; verb = *honors*)

Incorrect: The founders of the club *asks* people to join.

Correct: The founders of the club *ask* people to join. (subject = *founders*; verb = *ask*)

Note: Remember that the verb *be* has three different forms in the present: I am, you/we/they are, he/she/it is. Check the subject before deciding which form to choose.

Directions: Label each subject-verb as Correct (C) or Incorrect (I) and correct any errors.

- | | |
|----------------------------|------------------------------|
| 1. _____ the classes learn | 2. _____ the citizen vote |
| 3. _____ the award honors | 4. _____ the founder declare |
| 5. _____ the saints is | 6. _____ the heroes struggle |
| 7. _____ the vaquero live | 8. _____ the hacienda lies |

★ **Content Vocabulary Activity 11**

Settling the West, 1865–1890

DIRECTIONS: Fill in the missing words in the clues below, and circle each word in the puzzle. Then answer the question at the bottom of the page on a separate sheet of paper.



CLUES

1. In cities such as El Paso, Hispanics settled in neighborhoods known as _____.
2. A _____ is a person who continually moves from place to place, usually in search of food.
3. _____ committees enforced law and order in western boomtowns.
4. Large areas of grassland owned by the federal government are referred to as the _____.
5. To _____ is to be absorbed into the culture of a larger population.
6. An _____ is money paid by contract at regular intervals.
7. A _____ could cover thousands of acres of land.
8. An _____ is a plot of land assigned to an individual for cultivation.
9. The _____ refers to the cattle's journey to a railroad depot.
10. _____ involved spraying water at a high pressure in order to remove minerals.
11. Explain some of the factors that contributed to the settlement of the Great Plains by using the following terms: *homestead*, *dry farming*, *sodbuster*, and *bonanza farm*.

Academic Vocabulary Activity 11 ★ ★ ★ ★ ★ ★

Settling the West, 1865–1890

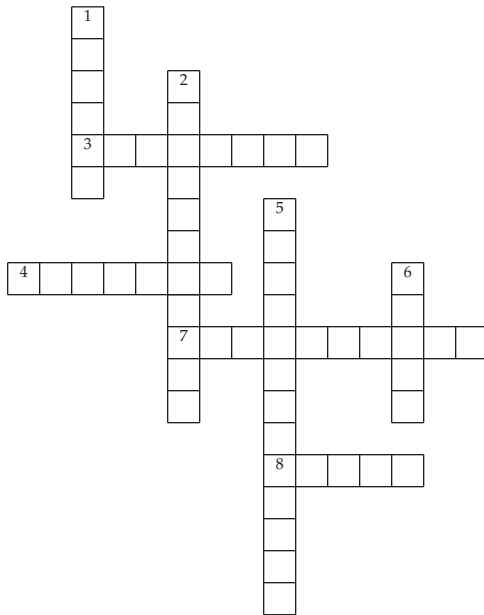
Key Words

Academic Words	Words with Multiple Meanings	Content Vocabulary
adapt	boom	hacienda
approximately	claim	
ensure		
extract		
innovation		
prior		
prospective		
relocate		

★ A. WORD MEANING ACTIVITY

CROSSWORD PUZZLE

Directions: Use the clues to fill in the puzzle with the correct words from Chapter 11.



Across

- 3. to move to a new place
- 4. to remove from inside
- 7. something new
- 8. to change to fit new circumstances

Down

- 1. to make certain
- 2. likely or expected to happen
- 5. nearly
- 6. previous

Academic Vocabulary Activity 11 (continued) ★ ★ ★ ★

TEST YOUR KNOWLEDGE

Directions: Choose the best definition for each underlined word.

1. The gold that lay deep beneath the earth's surface was difficult to extract.
A. understand **B.** remove **C.** discover
2. Cattle from the East could not adapt to the dry conditions of the Great Plains.
A. be driven **B.** change in response **C.** find a use for
3. There were few people in the Rocky Mountains prior to the discovery of gold.
A. before **B.** near **C.** without
4. During the Oklahoma Land Rush, prospective homesteaders hurried to stake their claims.
A. successful **B.** likely **C.** anxious
5. Innovations like the threshing machine helped farmers work the land more efficiently.
A. new or improved devices **B.** special breeds of cattle **C.** city dwellers
6. Many Plains Indians did not want to relocate to new territory.
A. purchase **B.** reflect **C.** move
7. Miners staked claims to ensure that they would profit from gold found on their property.
A. react **B.** find out **C.** make certain
8. Virginia City was a boomtown with a population of approximately 30,000 people.
A. about **B.** fewer than **C.** exactly
9. Many towns experienced a population boom when gold was discovered nearby.
A. noise **B.** growth **C.** pole
10. Someone who owned a hacienda was considered very wealthy.
A. horse **B.** cowboy **C.** ranch

**Reinforcing Skills Activity 11**

Sequencing Events

LEARNING THE SKILL

Knowing the order in which events take place is essential to understanding history. Placing events in a sequence helps you understand the causes and effects of historical events. Sometimes you will be presented with graphs or time lines that will help you determine the sequence of events. Dates given in a text are also useful for ordering events. Another way to understand the sequence of events is to look for words that indicate chronological order. These words include *first, second, finally, next, then, since, soon, previously, before, after, meanwhile, at the same time, and last*. When you see these words, it gives you a clue that the author is putting the events in chronological order.

PRACTICING THE SKILL

Directions: Read the following paragraph. Underline words that show you the chronological order of events.

In the time after the Civil War, the population of the Great Plains grew rapidly. Many people had previously assumed that the region was not suitable for growing crops, but during the late 1800s they began to think otherwise. First, in 1862 the government passed the Homestead Act. This was a law that gave land grants to people willing to settle the Great Plains. Then, in the 1870s, the area received an unusually large amount of rain, raising hopes that the plains might be suitable for farming after all. By the 1880s, new technology arose that helped farmers work the land more efficiently. Unfortunately, during the 1890s a glut of wheat on the market caused prices to fall, driving many farmers into bankruptcy. In addition, the farming techniques used on the Great Plains would later prove disastrous for the region's ecosystem.

APPLYING THE SKILL

Directions: Using the paragraph above and information from your textbook, create a time line that illustrates the development of farming on the Great Plains. Use clue words from the text to estimate the timing of events for which exact dates are not given.

Critical Thinking Skills Activity 11**Evaluating Information****LEARNING THE SKILL**

When you read, it is important to evaluate the information in the text. When you evaluate information, you should consider its source and the point of view of the author. It can also be helpful to determine whether the text is from a primary source or a secondary source. Primary sources, such as letters, newspaper articles, and journals, give information about events from a person who witnessed them firsthand. Secondary sources, like textbooks, encyclopedia articles, and biographies, use other sources to give an overview of events.

Use the following guidelines to help you analyze and evaluate what you read:

- Identify the author of the document and when and where the document was written.
- Read the document for its content.
- Identify the author’s opinions and biases.
- Determine what kind of information the document provides and what is missing.

PRACTICING THE SKILL

DIRECTIONS: Read the selections below about General George Custer and the Battle of Little Bighorn (1876). Then answer the questions that follow on a separate sheet of paper.

I charged in. A tall, well-built soldier with yellow hair and mustache saw me coming and tried to bluff me, aiming his rifle at me. But when I rushed him, he threw his rifle at me without shooting. I dodged it. We grabbed each other and wrestled there in the dust and smoke. . . . He drew his pistol. I wrenched it out of his hand and struck him with it three or four times on the head, knocked him over, shot him in the head and fired at his heart. . . . When [my relative, Bad Soup] came to the tall soldier lying on his back naked, Bad Soup pointed him out and said, “Long Hair thought he was the greatest man in the world. Now he lies there.” “Well,” I said, “if that is Long Hair, I am the man who killed him.”

—Chief White Bull, Sioux Chief

Custer and the men under his command were quickly overwhelmed. His battalion split into two groups, coming under severe attack, but regrouped on what is now called Last Stand Hill. Precisely what happened next is unknown—all the men who rode with Custer, including his younger brothers Boston and Tom, and his nephew, Autie, were killed. Indian participants wouldn’t talk about the battle for fear of retribution. Two Moons, a Northern Cheyenne, however, described the fight as a quick one, over “in the time it takes a hungry man to eat his dinner.”

—Jim Robbins, “Ten Things (or More) You May Not Know About the Battle of the Little Bighorn,” *Old Farmer’s Almanac*, 2001.

1. How is the information in the two sources similar? How is it different?
2. What is the point of view of the first source?
3. What is the point of view of the second source?
4. Which selection do you think is more accurate and trustworthy? Explain.

★ **Time Line Activity 11**

Native American Conflicts

Background

The years after the Civil War were a time of great upheaval for Native Americans.

- In 1864 a regiment of Colorado volunteers killed between 69 and 600 Cheyenne along Sand Creek. The Cheyenne were waiting to work out the terms of their surrender.
- The Treaty of Medicine Lodge Creek in 1867 tried to force Plains people to give up their authority as free nations and move to reservations controlled by the federal government.
- The “Buffalo War” occurred in 1873–1874. It was the final attempt by several Native American groups to protect the buffalo upon which they depended for food.
- In 1876 gold prospectors overran the Sioux reservation in the Black Hills. The Sioux left the reservation to hunt for food in Montana. Lieutenant Colonel Custer and his men were sent after them. Custer and 210 soldiers died in what is known as the Battle of the Little Bighorn. In 1877 Congress signed an act forcing the Sioux to return to their reservation.
- In 1881 Helen Hunt Jackson published *A Century of Dishonor*, a book that described the plight of Native Americans and criticized the government’s treatment of them.
- In 1886 Geronimo and his band of Apaches surrendered to the government after more than two decades of conflict.
- In an effort to break up Native American reservations, Congress passed the Dawes Act in 1887. It gave individual Native Americans 160 acres of land to farm.
- The Native American conflict ended at Wounded Knee Creek in 1890 when soldiers and Native Americans clashed, killing 25 soldiers and approximately 200 Lakota men, women, and children.
- In 1898 Congress passed the Curtis Act, mandating the allotment of lands in Indian Territory and ending tribal authority.

DIRECTIONS: Use the information above to create a time line about Native Americans at the end of the 1800s. If you need more room, use a separate sheet of paper.

1860	1870	1880	1890	1900

Linking Past and Present Activity 11



Grabbing the Gold

THEN

In the mid-1800s, as gold prospectors rushed to stake claims in the West, they brought with them the tools of their

trade: a pick, a shovel, and a pan. At first, they extracted gold from near the surface, a process called *placer mining*. Placer mining techniques took advantage of an important property of gold: its weight. Gold sinks more rapidly in moving water than do the lighter materials surrounding it.

Panning involved filtering gold out of a mixture of dirt and water. Miners filled their pan with dirt. Tilting the pan, they swirled it under water, causing the heavier gold to sink and the lighter materials to wash over the top.

Panning was slow. The *sluice box* sped up the system. It was a wooden box, open at the top, with *riffles*, or wooden bars, running across it at different intervals. Miners shoveled dirt into the top of the inclined box and positioned it in a stream. The riffles slowed the flowing water so that the gold could settle.

The introduction of *hydraulic mining* made sluicing more efficient. Miners used a powerful stream of water to dislodge the gold-bearing material, washing it through large sluices in which the gold settled. To break up particularly stubborn deposits, the miners used dynamite.



NOW

The basic principles of placer mining have not changed.

Miners still use gold's weight to separate it from its surrounding material. The methods, however, have greatly improved.

Today's mines depend more on machines and less on hand labor. Backhoes, bulldozers, and front-end loaders have replaced picks and shovels. *Dredging* is the most common placer mining method today. The miners first form a lake over the mineral-bearing material, called *ore*. An endless chain of buckets scoops up the ore from the water and dumps it into bins on the dredge. Workers later separate the gold, using forms of hydraulics and sluicing.

About 80 percent of the gold produced in the United States comes from *open-pit mines*. These mines extract ore from veins close to the surface. Miners use modern explosives to break up the rock that bears the ore. Trucks or trains haul the ore out of the pit.

Before they begin work on a mine, mining companies in the United States must have a plan to restore the land as closely as possible to its original state when they finish. Some companies form lakes from the pits to provide fishing and water sports.

The United States is now the world's second-largest gold producer, next to South Africa. Nevada provides the most U.S. gold, but the largest gold deposit in North America lies in Lead, South Dakota.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- 1. Comparing and Contrasting** In what ways are gold-mining methods today similar to those of the early prospectors? In what ways are they different?
- 2. Comparing and Contrasting** Early sluice boxes and modern dredging both improved mining in the same way. Explain.
- 3. Making Inferences** What might result if the government did not require mining companies to plan ahead to restore the land after they finish?

Primary Source Reading 11-1 ★ ★ ★ ★ ★ ★

Plains Indian Life**✦ About the Selection**

Luther Standing Bear was born a hereditary chief of the Oglala Sioux (Lakota) in 1868. He was raised according to the traditions of his people, who hunted the plains of South Dakota. When the government exiled the Sioux to a reservation, he was sent to the Carlisle Indian School in Pennsylvania. Luther Standing Bear learned English and the white culture. After graduation, he moved back to the Rosebud Reservation in South Dakota. There he married, raised a family, taught school, and wrote books about the Sioux way of life. His two most informative books are

Reader's Dictionary**adjudged:** judged**deportment:** how a person carries himself or herself**flounce:** to move with exaggerated motions**stoic:** unfeeling, inexpressive

My People, the Sioux, and Land of the Spotted Eagle, which is excerpted below.

GUIDED READING

As you read, compare Lakota customs with contemporary American customs. Then answer the questions that follow.

The Lakota (Sioux) were a social people, loving human companionship and association and admiring the use of manners and deportment that accompanied their social life.

The rules of polite behavior that formed the Lakota etiquette were called *woyuonihan*, meaning "full of respect." Those failing to practice these rules were *waohola sni*, that is, "without respect," therefore rude and ill-bred.

A good deal of time was spent in merrymaking with feasts, songs, dances, and social ceremonies, and anyone coming as a visitor, whether friend or stranger, was welcomed. . . . The tepee door was always open for anyone to enter, and it was not impolite to walk in without knocking and unannounced. The phrase "come in" was never used to bid one to enter, though when the visitor was in he was at once seated as a mark of hospitality. A stranger, however, coming into the village, especially at night, would call out the fact that he was a stranger and would state his business. . . .

Praise, flattery, exaggerated manners, and fine, high-sounding words were no part of Lakota politeness. Excessive manners were put down as insincere, and the constant talker was considered rude and thoughtless. Conversation was never begun at once, nor in a hurried manner. No one was quick with a question, no matter how important, and no one was pressed for an answer. A pause giving time for thought was the truly courteous way of beginning and conducting a conversation. Silence was meaningful with the Lakota . . . [who were] regardful of the rule that "thought comes before speech."

(continued)

Primary Source Reading 11-1 (continued) ★ ★ ★ ★ ★

Also in the midst of sorrow, sickness, death, or misfortune of any kind, and in the presence of the notable and great, silence was the mark of respect. More powerful than words was silence with the Lakota and his strict observance of this . . . [and] good behavior was the reason, no doubt, for his being given another fallacious (false) characterization of being a stoic. He has been adjudged dumb, stupid, indifferent, and unfeeling. As a matter of truth, [a Lakota] was the most sympathetic of men . . . for the silent man was ever to be trusted, while the man ever ready with speech was never taken seriously.

A woman of correct social manner was modest, low voiced and reserved. She sat quietly on the tepee floor, never flouncing herself about nor talking loudly and harshly. A woman who laughed loudly in order to attract attention was put down as common and immoral and was at once discredited and shunned.

Mothers watched over their boys and girls with equal care, though the girls were subjected to more restraint than the boys. [The girls] were given more attention as to personal appearance and were never allowed to sit in a careless way. Her [a girl's] movements in the tepee must be noiseless and orderly. The well-bred girl, like her mother, was quiet and modest, and very respectful in the presence of elders. [A] woman's sphere was quite distinctly defined and to obtrude [move away] from it was considered bold and improper. . . .

The Lakota was a true . . . lover of Nature. He loved the earth and all things of the earth, and the attachment grew with age. The old people came literally to love the soil, and they sat or reclined on the ground with a feeling of being close to a mothering power.

This is why the old Indian still sits upon the earth instead of propping himself up and away from its life-giving forces. For him, to sit or lie upon the ground is to be able to think more deeply and to feel more keenly. He can see more clearly into the mysteries of life and come closer in kinship to other lives about him.

Source: *We Rode the Wind: Recollections of Native American Life*. Minneapolis: Runestone Press, 1995.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. According to Chief Luther Standing Bear, what were the basic Lakota categories for judging behavior?
2. What rule did the Lakota follow when speaking?
3. How did the Lakota treat strangers?
4. Why did a Lakota sit on the earth?
5. **Critical Thinking** Why do you think the Lakota were sometimes mistakenly considered dumb or cold and indifferent?

Primary Source Reading 11-2 ★ ★ ★ ★ ★ ★

Custer on Native Americans**★ About the Selection**

Although he was raised in the city and his family were pacifists, George Armstrong Custer was a legendary cavalry soldier and Indian fighter. His reputation of fearlessness and tirelessness were earned during the Civil War when he was an aide to General McClellan, the commander of the Michigan Cavalry Brigade. After the Civil War, Custer led the Seventh U.S. Cavalry. *My Life on the Plains* is his book about most of those post-Civil War years. The account ends in early 1874, just before Custer's expedition to the Black Hills where he and

Reader's Dictionary

appellation: name
pacific: peaceful

his men discovered gold. The subsequent gold rush was one of the main reasons for renewed warfare with the Sioux.

GUIDED READING

As you read, note the traits Custer attributes to Native Americans. Then answer the questions that follow.

Stripped of the beautiful romance with which we have been so long willing to envelop him, transferred from the inviting pages of the novelist [Custer has just mentioned James Fenimore Cooper] to the localities where we are compelled to meet with him, in his native village, on the war path, and when raiding upon our frontier settlements and lines of travel, the Indian forfeits his claim to the appellation of the noble red man. We see him as he is, and, so far as all knowledge goes, as he ever has been, a savage in every sense of the word; not worse, perhaps, than his white brother would be, similarly born and bred, but one whose cruel and ferocious nature far exceeds that of any wild beast of the desert.

. . . Perhaps there are some who as members of peace commissions or as wandering agents of some benevolent society may have visited these tribes or attended with them at councils held for some pacific purpose, and who, by passing through the villages of the Indian while *at peace*, may imagine their opportunities for judging of the Indian nature all that could be desired. But the Indian, while he can seldom be accused of indulging in a great variety of wardrobe, can be said to have a character capable of adapting itself to almost every occasion. He has one character, perhaps his most serviceable one, which he preserves carefully, and only airs it when making his appeal to the Government or its agents for arms, ammunition, and license to employ them. This character is invariably paraded, and often with telling effect, when the motive is a peaceful one. . . . Seeing them under these or similar circumstances only, it is not surprising that by many the Indian is looked upon as a

(continued)

Primary Source Reading **11-2** (continued) ★ ★ ★ ★ ★

simple-minded son of nature, desiring nothing beyond the privilege of roaming and hunting over the vast unsettled wilds of the West, inheriting and asserting but few native rights, and never trespassing upon the rights of others.

This view is equally erroneous with that which regards the Indian as a creature possessing the human form but divested of all other attributes of humanity, and whose traits of character, habits, modes of life, disposition, and savage customs disqualify him from the exercise of all rights and privileges, even those pertaining to life itself. Taking him as we find him, at peace or at war, at home or abroad, waiving all prejudices, and laying aside all partiality, we will discover in the Indian a subject for thoughtful study and investigation. In him we will find the representative of a race . . . incapable of being judged by the rules or laws applicable to any other known race of men; one between which and civilization there seems to have existed from time immemorial a determined and unceasing warfare. . . .

Source: *My Life on the Plains*. Lincoln: University of Nebraska Press, 1966.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What does Custer paint as the true picture of the Indian?

2. What kind of nature does Custer attribute to Indians?

3. How does Custer believe the Indian gives false impressions to some people?

4. **Critical Thinking** Custer contradicts himself in his judgments about the Indian. What contradictions do you find?

★ American Art and Music Activity 11

★ ★ ★ ★ ★ ★ ★ ★ ★ **William Henry Jackson** ★ ★ ★ ★ ★ ★ ★ ★ ★

After the Civil War, America's western frontier came to represent a land where a person could begin fresh—free from the tragedy and destruction that the war had left in its wake. Because of the growing population in the western territories, the government began projects to integrate the West into mainstream America. Projects such as building the transcontinental railroad and surveying the land in order to explore the frontier regions were begun in the 1860s and 1870s.

William Henry Jackson had gone west after the Civil War to seek his fortune in the silver mines of Montana. Instead, he found himself in California and then in Omaha, Nebraska. There he set up a photography studio, sensing that photography would soon be a booming American business.

From Omaha, he made trips by horse-drawn wagon (he needed the wagon to carry the heavy, bulky camera and equipment) to photograph Native Americans, settlers, homesteads, and the transcontinental railroad construction.

Around 1870, he received a commission for 10,000 photographic images of the West. During his travels, he met Ferdinand Hayden, who was conducting a survey of the Wyoming Territory. Hayden was impressed with Jackson's work, and invited the young photographer to join him. Jackson spent the next eight summers, until 1879, as Hayden's survey photographer.

Jackson's photographs of the West, with its gigantic mountains, lonesome valleys, fascinating geysers, and steaming hot springs, so astonished the nation that Congress, under President Grant, created the first national park, Yellowstone National Park, in 1872.



CORBIS

Jackson in 1872 at
Yellowstone National Park

During his many expeditions into the West, Jackson carried his equipment, cameras, tents, food, clothing, and hundreds of glass plates on which the pictures were captured—in fact, everything he needed to survive—on pack mules. He traveled through some of America's most treacherous and rugged countryside. His travels produced photographs of the Grand Canyon and of the Rocky Mountains. To take such grand-scale pictures, Jackson used a glass plate, 20 inches by 24 inches, onto which the image was recorded. This was a bigger plate than had ever been used before. It was an achievement just to carry the glass over rugged terrain without breaking it to bits.

Jackson's photographs of the West and of the Native Americans he encountered while on his journeys gave Americans a sense of the vastness and the character of the West. Unlike paintings, Jackson's

★ **American Art and Music Activity 11** (continued)

photographs captured the image of the West in close detail as well as in grand dimension.

After Jackson’s expedition days with Hayden, he continued photographing the frontier, sometimes large-scale landscapes, sometimes portraits, especially of Native Americans. Toward the close of the nineteenth century, important technical advances improved the art of photography. For example, the invention of the dry plate allowed for unprepared shots.

Previously, a wet solution had to be applied to the glass just before the picture was taken. This required substantial preparation before each shot. With the dry plate, the solution was allowed to dry, and the plate could then be stored for some time before use. Later, the introduction by Kodak of flexible film and smaller, less cumbersome cameras gave many more Americans the opportunity to try photography for themselves.

William Henry Jackson saw and used all of these improvements during his long career. He died in 1942 at the age of 99.

1. Where did Jackson go after the Civil War? What business did he start?

2. How did Jackson’s photographs influence Americans’ impressions of the West?

3. What technological advances toward the close of the nineteenth century improved the art of photography?

Critical Thinking ★

4. **Synthesizing Information** How did Jackson’s photographs help Congress decide to create Yellowstone National Park?

5. **Making Inferences** How might Jackson’s photographs have influenced Western settlement?

INTERPRETING POLITICAL CARTOONS



Activity 11

NAST ON NATIVE AMERICANS

This cartoon was drawn after the uprising of the Santee Sioux in 1862. At that time, broken government promises and government apathy had left the Santee facing starvation. Mistrust was the order of the day between the Native Americans and settlers. An argument between two Santee men over eggs stolen from a white farmer turned into a dare to kill, and five settlers were killed. Anticipating retaliation from the army, the Santee rose up, killing about 450 settlers. United States troops mounted an overwhelming attack, and the Santee were subdued. Dozens were executed, existing treaties were voided, and the Santee were forcibly moved to South Dakota and then to Nebraska, where they remained.

Directions: Study the cartoon below, and then answer the questions that follow.



"MOVE ON"

HAS THE NATIVE AMERICAN NO RIGHTS THAT THE NATURALIZED AMERICAN IS BOUND TO RESPECT?

ANALYZING THE CARTOON ACTIVITY 11 (continued)

1. How does Nast use caricature to indicate his feelings about the group of people in the background of the cartoon?

2. What is the meaning of the sign “The Polls” above the group of people in the background?

3. What is the meaning of the cartoon’s caption, “Move On”? Who does the man in the middle represent?

4. What is Nast’s point in the caption “Has the Native American no rights the naturalized American is bound to respect?”

CRITICAL THINKING

5. **Evaluating Information** Which character do you think is the central figure of the cartoon? How does Nast make your eyes focus on this person?

6. **Formulating Questions** What problems is Nast addressing in this cartoon? To determine the attitudes of the people toward these problems, make up one question you can ask each of the following: the people in the background, the man in the middle, and the man at the right. Then give what you think their answers would be to the question you have written.

7. **Predicting** From this cartoon and the cartoon in the previous activity, what would have been Nast’s position during the civil rights struggles of the 1950s and the 1960s?

★ Reteaching Activity 11

Settling the West, 1865–1900

The “Great American Desert” attracted settlers in the mid-1800s. The lure of precious metals and livestock profits brought miners and ranchers. Homesteaders followed, aided by a revolution in farming techniques. However, new beginnings for these Americans spelled the end of the buffalo and ultimately the Native American way of life.

DIRECTIONS: Each item listed below played a role in the development of the West. Categorize each term in the appropriate box and then briefly define it.

- | | | |
|-------------------|-------------------------|--------------------|
| 1. Chisholm Trail | 5. Comstock Lode | 9. boom and bust |
| 2. nomads | 6. Medicine Lodge Creek | 10. bonanza farms |
| 3. Wheat Belt | 7. Homestead Act | 11. Texas longhorn |
| 4. Dawes Act | 8. Wounded Knee Creek | 12. sod busters |



Settling the West

Miners/Ranchers
Farmers
Native Americans

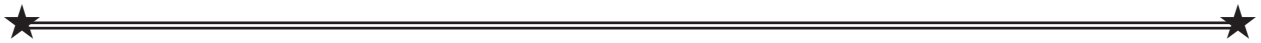
- 13. Critical Thinking** The slaughter of the buffalo represented the “get rich quick” mentality of the 1800s. Name one recent example of an individual, corporation, or nation pursuing monetary gain with little concern for the consequences. Consider economic, environmental, political, or cultural actions you have read or heard about in the media.

★ **Enrichment Activity 11****Two Views on Native Americans**

American settlers developed strong opinions about the Native Americans they encountered as they moved west. The following excerpts from the writings of George Armstrong Custer and President Rutherford B. Hayes present two views

from the 1870s. Custer was a Civil War hero who went west and was killed fighting the Sioux and Cheyenne peoples at the Battle of the Little Bighorn in 1876. Hayes became president in 1877. His attitude reflects that of many easterners of the time.

DIRECTIONS: Read the excerpts below, and then answer the questions that follow.

**Custer**

... It is to be regretted that the character of the Indian as described in Cooper's¹ interesting novels is not the true one. . . . Stripped of the beautiful romance with which we have been so long willing to envelope him, transferred from the inviting pages of the novelist to the localities where we are compelled to meet with him, in his native village, on the war path, and when raiding our frontier settlements and lines of travel, the Indian forfeits his claim to the appellation of the "*Nobel red man*." We see him as he is, and, so far as all knowledge goes, as he ever has been, a savage in every sense of the word; not worse, perhaps, than his white brother would be similarly born and bred, but one whose cruel and ferocious nature far exceeds that of any wild beast of the desert. That this is true no one who had been brought into intimate contact with the wild tribes will deny.

- (1) James Fenimore Cooper wrote two novels about Native Americans, *The Deerslayer* and *The Last of the Mohicans*, among other works.

From *My Life on the Plains* by General George Armstrong Custer (written in 1872)

Hayes

... The Indians are certainly entitled to our sympathy and to a conscientious respect on our part for their claims upon our sense of justice. They were the original occupants of the land we now possess. . . . Many, if not most of our Indian wars have had their origin in broken promises and acts of injustice upon our part, and the advance of the Indians in civilization has been slow because the treatment they received did not permit it to be faster and more general. We can not expect them to improve and follow our guidance unless we keep faith with them in respecting the rights they possess, and unless, instead of depriving them of their opportunities, we lend them a helping hand.

... The faithful performance of our promises is the first condition of a good understanding with the Indians. . . . Especial care is recommended to provide for Indians settled on their reservations cattle and agricultural implements, to aid them in whatever efforts they may make to support themselves, and by the establishment and maintenance of schools to bring them under the control of civilized influences. I see no reason why Indians who can give satisfactory proof of having by their own labor supported their families for a number of years, and who are willing to detach themselves from their tribal relations, should not be admitted to the benefit of the homestead act and privileges of citizenship, and I recommend the passage of a law to that effect.

From *First Annual Message to Congress* by President Rutherford B. Hayes (given in 1877)



(continued)

★ Enrichment Activity 11 (continued)

Questions to Consider

- How does Custer view Native Americans?

- How does President Hayes view Native Americans?

- What is President Hayes’s goal for Native Americans?

- GO A STEP FURTHER ►** Imagine that you are a leader of a Native American group. You must respond to the statements made by President Hayes. In your response, comment on the attitude of General Custer.

The American Vision

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Guided Reading Activity 11-1

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. _____ staked a claim in Six-Mile Canyon that turned out to be nearly pure silver ore.
2. Almost overnight Virginia City, Nevada, went from a town of _____ people to almost _____ people.
3. When law enforcers were scarce, self-appointed volunteers sometimes formed _____ to track down and punish wrongdoers.
4. In mining, the cycle of _____ was repeated throughout the West.
5. In addition to Nevada, mining also spurred the development of _____, _____, the _____, and _____.
6. One of the richest strikes occurred in the late 1870s in _____, one of the most famous boomtowns of the frontier.
7. _____ was a process that used simple equipment such as picks and pans.
8. _____ was a process that removed large quantities of earth.
9. Some settlers began raising cattle on the _____ after the Civil War.
10. Cattle from the East could not survive on tough prairie grasses, but the _____ could survive in the harsh climate.
11. Cattle ranching grew in part because of the vast areas of grassland owned by the _____.
12. The _____ covered much of the Great Plains and provided land where cattle ranchers could graze their herds free of charge.
13. In 1866 ranchers drove about 260,000 cattle to _____, where they sold the cattle for _____ more than they could get in Texas.
14. Between 1867 and 1871, cowboys drove nearly _____ head of cattle up the _____.
15. _____ taught American cowhands their trade and enriched the English language with words of Spanish origin.
16. _____ were the majority of the population in New Mexico.
17. Spanish-speaking immigrants to Southwestern cities settled in neighborhoods called _____.

★ **Guided Reading Activity 11-2**

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Beginnings of Settlement

- A. The Great Plains region extends westward to the _____ from around the 100th meridian, an imaginary line running north and south from the central _____ through western _____.
- B. For centuries this open country had been home to vast herds of _____ that grazed on the prairie grasses.
- C. The government supported settlement in the Great Plains region by passing the _____ in 1862.
- D. A homesteader could claim up to _____ acres of public land and could receive _____ to that land after living there for five years.
- E. Most of the Plains settlers built their first homes out of _____.

II. The Wheat Belt

- A. _____ was a method of planting seeds deep in the ground where there was enough moisture for them to grow.
- B. Many _____ eventually lost their homesteads because of drought, wind erosion, and the overuse of the land.
- C. Large landholders invested in _____ and _____, which made it easier to harvest a large crop.
- D. The Wheat Belt encompassed much of the _____ and parts of _____ and _____.
- E. _____ covered up to 50,000 acres and yielded big profits.
- F. In the 1890s, a glut of wheat on the world market caused prices to drop, and some farmers tried to make it through lean periods by _____ their land.
- G. In 1890, the Census Bureau reported that _____.
- H. Some people believed that the existence of unoccupied land at the frontier had provided a _____, the idea that Americans could always make a fresh start.



Guided Reading Activity 11-3

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. How did most Native Americans on the Great Plains live? _____

2. What actions took a serious toll on Native Americans? _____

3. What agreement did the Dakota Sioux make with the United States government? _____

4. What frequently happened to the funds the Dakota Sioux were supposed to receive from the government? _____

5. What was the situation of the Dakota Sioux in 1862? _____

6. What were the names of the Lakota chiefs? _____

7. How did Crazy Horse lure American troops into a deadly ambush? _____

8. Why did tensions between the Cheyenne and Arapaho and the miners in Colorado begin to rise in the 1860s? _____

9. What did the Indian Peace Commission of 1867 propose? _____

10. What conditions faced the Native Americans who moved to reservations? _____

11. How did newspapers portray the death of George A. Custer? _____

12. What was the Ghost Dance? _____

13. How did Sitting Bull die? _____

14. What were the provisions of the Dawes Act of 1887? _____

GLENCOE

The AMERICAN VISION

Chapter 12 Resources

Industrialization, 1865–1901

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**Reading Skills Activity 12**

Making Inferences

LEARNING THE SKILL

When you make inferences, you “read between the lines,” or draw conclusions that are not stated directly. To help draw inferences, first read carefully for stated facts and ideas. Summarize the information and list the important facts. Then apply related information that you may already know to make inferences. Use your knowledge and insight to develop some conclusions about the facts.

PRACTICING THE SKILL

DIRECTIONS: The excerpt below is taken from a personal memo written by Andrew Carnegie in 1868. Read the excerpt, and then answer the questions that follow in the space provided.

Man must have an idol—The amassing of wealth is one of the worst species of idolatry. No idol more debasing than the worship of money. Whatever I engage in I must push inordinately therefore should I be careful to choose that life which will be the most elevating in its character. To continue much longer overwhelmed by business cares and with most of my thoughts wholly upon the way to make more money in the shortest time, must degrade me beyond hope of permanent recovery.

I will resign business at thirty five, but during the ensuing years, I wish to spend the afternoons in securing instruction, and in reading systematically.

1. What facts do you learn from this excerpt about Andrew Carnegie?

2. Based on these facts, what inferences can you make about Carnegie’s character and motives?

APPLYING THE SKILL

DIRECTIONS: Use your local library or the Internet to find a news article about a contemporary businessperson. Then answer the following questions in the space provided.

1. What facts did you learn from the article?

2. Based on these facts, what inferences can you make about this person?

★ Historical Analysis Skills Activity 12

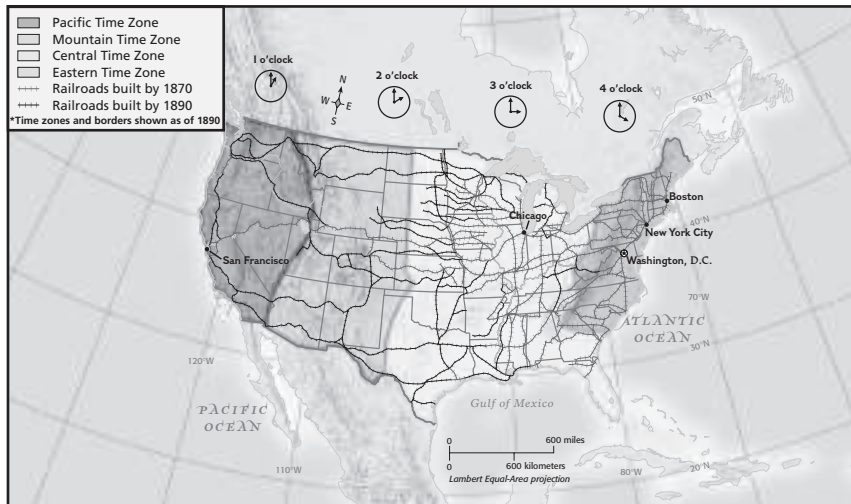
Understanding Time Zones

LEARNING THE SKILL

Before 1883, each city in the United States determined what time it was by the position of the sun in the sky at high noon. This meant that the time varied widely depending on the location. This became a problem as railway travel grew more common. It was difficult to manage train schedules without a standard time. The lack of uniform time could even lead to train collisions resulting from scheduling mishaps. In order to solve this problem, the American Railway Association divided the nation into four time zones in 1883. The four zones are Pacific, Mountain, Central, and Eastern. While the boundaries of these time zones have changed since their invention, the basic four zones have become an established part of life in the United States.

PRACTICING THE SKILL

DIRECTIONS: Refer to the map below and answer the following questions on a separate piece of paper.



1. What information does the map show?
2. In which time zone is it the latest?
3. According to the map, if it is 6:00 P.M. in California, what time is it in New York?
4. Aside from making railroad travel easier and safer, what are some other benefits of a standardized system for telling time?
5. What problems might exist if there was not a standard system for telling time?

APPLYING THE SKILL

DIRECTIONS: Using an atlas or the Internet, find a map of the current boundaries for the four U.S. time zones. On a separate sheet of paper, write a brief explanation of how the time zones have changed. Which time zone is your state in? Has it always been in the same time zone?

★ Differentiated Instruction Activity 12

Unions in the United States

Union	Date Founded	Membership	Accomplishments	Legacy
Knights of Labor	1869	varied membership; included women and African Americans	forced one of Jay Gould's railroad companies to reverse wage cuts in 1885	influence declined after Haymarket Riot in 1886
Industrial Workers of the World	1905	the only American union to allow all workers to become members, including women, immigrants, and African Americans	organized migratory farm workers, lumberjacks, longshoremen and dockworkers; improved working conditions for these groups	was often unable to hold onto gains because it opposed contracts; public support declined because of its socialist sympathies and opposition to U.S. involvement in WWI
Women's Trade Union League	1903	women trade unionists, many of whom were garment workers	helped women workers unionize in several industries all over the U.S.; worked for protections such as an 8-hour workday	became more involved in promoting legislation in its later years; dissolved in 1950
American Federation of Labor	1886	mostly skilled workers; women, African Americans, and immigrants were generally excluded	became the largest union in the U.S. by 1900; helped secure for its members higher wages, shorter hours, and exemption of labor from antitrust legislation	remained influential through much of the 20 th century; merged with the CIO in 1955

Directions: On a separate sheet of paper, answer the following questions based on the excerpt above.

- Comparing and Contrasting** How did the membership of the American Federation of Labor compare to that of the other unions listed in the chart?
- Comparing and Contrasting** Choose two of the unions listed in the chart. Compare and contrast their membership, accomplishments, and legacy.



Differentiated Instruction Activity 12 (continued)

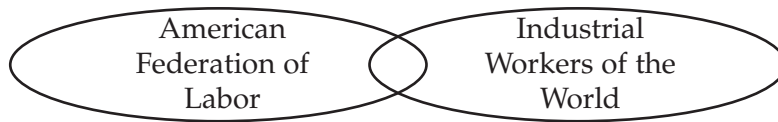
FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are the ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Review the meaning of content words like *organize* and *contract*. Then pair English learners with proficient speakers to answer the questions.

Below Grade Level (BL) Introduce the activity, or, alternatively, help students complete a Venn diagram like the one below and use it to answer the second question.



On Grade Level (OL) Have students work independently to study the chart and answer the questions.

Advanced Learners (AL) Have students choose another union and research it, creating another column in the chart to list its date founded, accomplishments, and legacy.

English Learner Activity 12 ★ ★ ★ ★ ★ ★

Industrialization, 1865-1901

★ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the primary source quote from *Industrialism and the American Worker* on page 431, answer the following questions.

1. What did Karl Marx think about capitalism? How did he envision solving the problems of working people?

2. What are some protections that workers have today? How did workers get these protections?

★ B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

monied (adj.): having money

substance (n.): physical material from which something is made; material possessions

ballot (n.): a sheet of paper used to cast a secret vote

resort (v.): to turn to something extreme in order to solve a problem

sterner (adj.): harsher or more severe

means (n.): resources available to do something; a way of doing something

bloodletting (n.): bloodshed

necessary (adj.): unavoidable

desperate (adj.): extremely difficult, serious, or dangerous

cause (n.): a movement for social change

blacklist (n.): a list of persons who are disapproved of or are to be punished or boycotted

injunction (n.): a formal court order

English Learner Activity 12 (continued) ★ ★ ★ ★ ★

✦ C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: Circle the word or phrase that completes each sentence correctly according to the reading on page 431.

1. The people who are harming the American worker are (rich and powerful / poor and helpless).
2. The author believes that workers should (be kind to / fight against) those who harm them.
3. The author hopes that the state of the working class can be changed through (voting / violence).
4. The author believes that bloodshed between the upper classes and the working classes is (always wrong / sometimes unavoidable).
5. The author (supports / rejects) the notion that working people should be treated well by society.

✦ D. WORD BUILDING ACTIVITY

Word Forms

Remember: Adjectives are words that modify or describe nouns, and adverbs are words that modify verbs, adjectives, or other adverbs.

Directions: Choose either the adjective or the adverb from each pair required to make each sentence grammatically correct.

substantial/substantially

1. After the Haymarket Riot, the influence of the Knights of Labor decreased _____.
2. Workers who organized hoped for a _____ increase in wages.

stern/sternly

3. The president issued a _____ warning that he would not allow the mail to be tampered with.
4. Some labor organizers _____ declared that they would use violence to achieve their goals.

necessary/necessarily

5. Women did not _____ receive the same wage as men for the same type of work in the late 1800s.
6. Samuel Gompers did not think it was _____ for unions to be involved in politics.

desperate/desperately

7. The founders of the Industrial Workers of the World thought that there was a _____ need for an alternative to the American Federation of Labor.
8. Unions arose in the mid-to-late 1800s because many workers _____ needed improvements in wages and working conditions.

★ Content Vocabulary Activity 12

Industrialization, 1865–1901

DIRECTIONS: Match each description in the left column with the correct term in the right column. Write the letter of the correct term in the space provided.

- | | |
|---|----------------------------------|
| _____ 1. an organization of workers with the same skills | A. gross national product |
| _____ 2. reduction in cost of a good brought about by increased size of a production facility | B. laissez-faire |
| _____ 3. combining companies that supply equipment and services for a particular industry | C. entrepreneur |
| _____ 4. letting an impartial outsider settle a dispute | D. time zone |
| _____ 5. person who takes business risks for profit | E. land grant |
| _____ 6. combination of firms or corporations formed by legal agreement, especially to reduce competition | F. corporation |
| _____ 7. organization of common laborers in a particular industry | G. economies of scale |
| _____ 8. region that keeps the same standard time | H. stock |
| _____ 9. total control of an industry by a person or company | I. blacklist |
| _____ 10. shares of ownership | J. pool |
| _____ 11. group sharing in some activity | K. vertical integration |
| _____ 12. a formal court order | L. horizontal integration |
| _____ 13. combining competing firms into one corporation | M. monopoly |
| _____ 14. a group of people identified as troublemakers | N. trust |
| _____ 15. company whose primary business is owning a controlling share of stock in other companies | O. holding company |
| _____ 16. a company that agrees to hire only union members | P. deflation |
| _____ 17. free land given to railroads | Q. trade union |
| _____ 18. a company tool to fight union demands by refusing to allow employees to enter its facilities | R. industrial union |
| _____ 19. rise in the value of money that results in lower prices | S. lockout |
| _____ 20. organization owned by many people | T. injunction |
| _____ 21. total value of goods and services produced by a country in a year | U. arbitration |
| _____ 22. policy that government should not interfere in the economy | V. closed shop |

Academic Vocabulary Activity 12 ★ ★ ★ ★ ★ ★

Industrialization, 1865–1901

Key Words

Academic Words	Words with Multiple Meanings	Content Vocabulary
constitute	sound	corporation
consumer		pool
distribution		
integrate		
investor		
practice		
resource		
restraint		

★ A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Use the context to choose the word or phrase that completes each sentence correctly.

- Falling prices benefited consumers who wanted to (buy / sell) cheaper goods.
- An abundance of natural resources meant that American companies did not need to import things like (timber / clothing).
- Building a new railroad line required investors to (raise / earn) a large amount of money.
- Courts ruled that unions were “conspiracies in restraint of trade,” meaning that they would (help / harm) business.
- Railroads allowed for wider distribution of goods, meaning that companies could send their products to (more / fewer) places than ever before.

Academic Vocabulary Activity 12 (continued) ★ ★ ★ ★

TEST YOUR KNOWLEDGE

Directions: Match the words with their definitions.

- | | |
|----------------------|---------------------|
| _____ 1. practice | A. company |
| _____ 2. integrate | B. combine |
| _____ 3. corporation | C. hindrance |
| _____ 4. consumer | D. apply |
| _____ 5. restraint | E. compose |
| _____ 6. constitute | F. buyer |

Directions: Circle the correct meaning for each of the underlined words.

7. Many people believed that pools interfered with competition and property rights.

A. court decisions	B. price agreements	C. stockholders
---------------------------	----------------------------	------------------------
8. Edison used his new invention to transmit sound.

A. without damage	B. something heard	C. a strip of land
--------------------------	---------------------------	---------------------------
9. Resources such as coal, iron, and copper helped the United States to industrialize.

A. raw materials	B. manufactured goods	C. large factories
-------------------------	------------------------------	---------------------------
10. Some dishonest investors in railroads bribed politicians for more land grants.

A. people who sell manufactured goods	B. people who own companies	C. people who put money into a venture
---	---------------------------------------	--
11. The distribution of goods throughout the nation became easier because of new forms of transportation.

A. mining	B. delivery	C. sale
------------------	--------------------	----------------

★ Reinforcing Skills Activity 12

Interpreting a Line Graph

❑ LEARNING THE SKILL

Line graphs are one way to display changes that take place over a period of time. All line graphs have an x-axis and a y-axis. The x-axis runs along the bottom of the graph. Often it will show a period of time. The y-axis runs up and down the graph's side. It is used to show a number value. When you encounter a line graph, first read its title to find out what the graph shows. Then read the labels of the x-axis and the y-axis to interpret the data shown on the graph.

❑ PRACTICING THE SKILL

DIRECTIONS: Study the line graph below. Then answer the questions that follow on a separate sheet of paper.



1. What information does the graph show?
2. What information is shown on the x-axis? What information is shown on the y-axis?
3. What trends in steel production are shown on the graph?
4. Which period saw a greater increase in the production of steel, 1880–1885 or 1890–1895? How can you tell?
5. Based on the information shown in the graph, what would you predict for steel production between 1900 and 1905? Can you accurately predict future trends based on information from a bar graph? Why or why not?

❑ APPLYING THE SKILL

DIRECTIONS: Use newspapers or the Internet to collect data about the average amounts of rainfall in your community for each month of the year. Create a line graph to display the information. What trends does your line graph show?

Critical Thinking Skills Activity 12

Identifying the Main Idea

LEARNING THE SKILL

The question, “What is this material about?” is answered in the *main idea*. The main idea is typically given in a topic sentence, which can occur anywhere in the selection. The rest of the sentences explain, give details about, or support the main idea. Sometimes the main idea or topic is implied by the meaning of the paragraph as a whole.

Use the following guidelines to help you identify the main idea:

- Read the material carefully and determine the purpose of the presenter.
- Look for the main idea and restate it in your own words.
- Look for the same main idea in a topic sentence. Remember that the topic may be implied.
- Read the material again to identify other sentences that support the main idea.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from a speech delivered on May 1, 1890, by labor leader Samuel Gompers. Then answer the questions that follow.

We want eight hours [i.e., an eight-hour workday] and nothing less. We have been accused of being selfish, and it has been said that we will want more; that last year we got an advance of ten cents and now we want more. We do want more. You will find that a man generally wants more. Go and ask a tramp what he wants, and if he doesn't want a drink he will want a good, square meal. You ask a workingman, who is getting two dollars a day, and he will say that he wants ten cents more. Ask a man who gets five dollars a day and he will want fifty cents more. The man who receives five thousand dollars a year wants six thousand dollars a year, and the man who owns eight or nine hundred thousand dollars will want a hundred thousand dollars more to make it a million, while the man who has his millions will want every thing he can lay his hands on and then raise his voice against the poor devil who wants ten cents more a day.

1. What is Gompers's purpose in this excerpt?

2. Summarize the main idea of the excerpt in your own words.

3. What is the topic sentence in this excerpt?

4. Identify two other sentences that support the main idea.

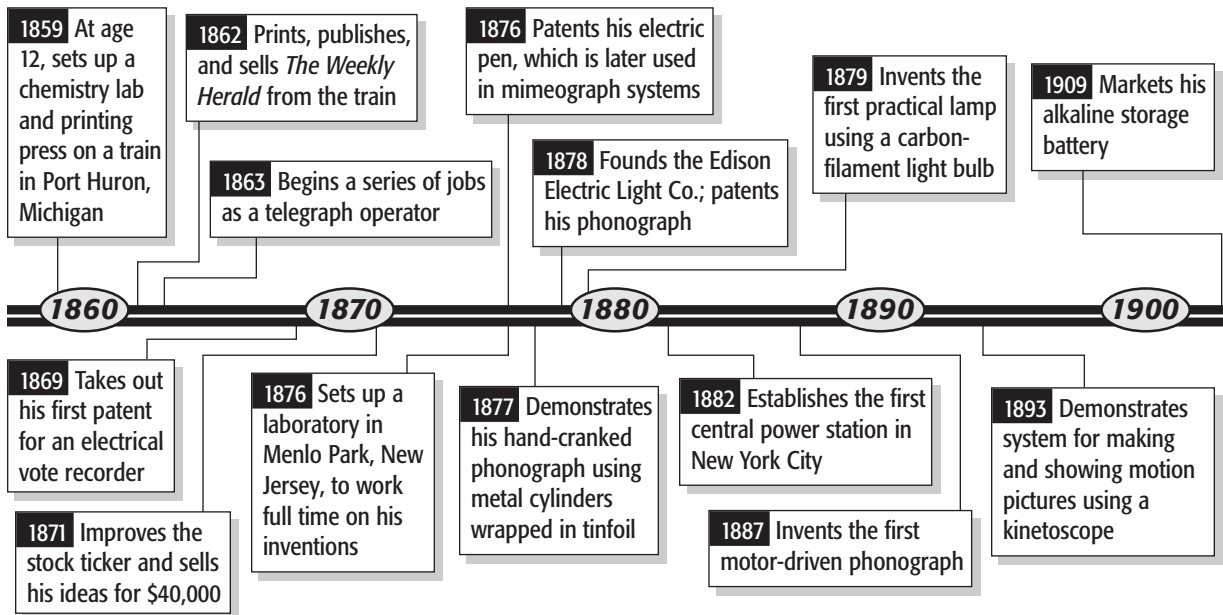
★ **Time Line Activity 12**

Innovations of Thomas Edison

Background

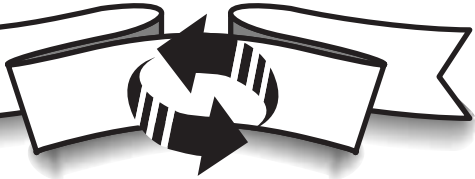
Thomas Edison is credited with holding 1,093 patents. He is the only person in the United States to have a patent granted every year for 65 consecutive years—from 1868 to 1933. When Edison sold his stock ticker at age 23, he had decided his invention was worth \$5,000. When he was offered \$40,000, he reported that he almost fainted. He used the money to set up his own company.

DIRECTIONS: Use the information on the time line to list eight of Thomas Edison’s inventions and the years they were invented or patented.



- Year: _____ Invention: _____
- Year: _____ Invention: _____
- Year: _____ Invention: _____
- Year: _____ Invention: _____
- Year: _____ Invention: _____
- Year: _____ Invention: _____
- Year: _____ Invention: _____
- Year: _____ Invention: _____

Linking Past and Present Activity 12



Let's Talk

THEN

"Come here, Watson, I want you." Alexander Graham Bell's words, the first transmitted by telephone, ushered in a new era

in communication. The telephone, then as now, converts sound into an electric current that travels across wires. The receiver's phone converts the current into a near-perfect duplicate of the caller's voice.

Connecting every phone to every other phone with a wire quickly proved impractical. Instead, wires were run from each phone to a central switching point, or *exchange*. A call would activate a small light on a central *switchboard*, alerting the operator that the caller wanted service. The operator plugged a cord into a jack corresponding to the caller's phone line. The caller told the operator the name of the party to be called. The operator activated the ringer on that person's phone and manually connected the two lines. When the person picked up, the operator disconnected to allow them to talk privately.

Because running wires was expensive, home users often shared the same line, called a *party line*. If you were making a call on the line,

your neighbor could not use it. Your neighbor could also listen to your conversations. When a call came in, it rang at all homes on the party line. A distinctive combination of short and long rings told you whether the call was for your home or another one on the party line.



NOW

Giant leaps in technology have revolutionized voice communication. Automatic exchanges route calls through vast networks of computers, wires, and cables buried underground and under the oceans.

Fiber optic cables can transmit tens of thousands of conversations simultaneously. A laser converts a call's electric signal into light impulses that travel along hair-thin strands of glass, called *optical fiber*. The receiving device changes the light into a duplicate of the voice message.

Phone conversations also take place through the air on short radio waves called *microwaves*. A network of relay stations, with dish antennas, receive and forward the microwave signals over great distances. To transmit microwave signals across oceans, the system employs communications satellites in the sky that act as relay stations.

Cordless telephones transmit sound by radio wave from the phone handset to the base. From there, the signal uses the regular phone lines. Wireless devices, such as cellular phones and pagers, reach the telephone network only through radio waves rather than wires. Antenna transmitters, serving small geographic areas called *cells*, receive and pass on radio wave signals without interrupting the call.

The next great breakthrough in voice communication will be the transmission of voice over the Internet. In fact, the telephone, computer, and television are gradually melding together into one all-purpose communication device.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

- Analyzing Information** What were some limitations of early telephones, and how does today's technology overcome these limitations?
- Comparing and Contrasting** How do cordless phones differ from cellular phones?
- Predicting** If the telephone, computer, and television meld into one device, as predicted, what do you think you could do with such a device?

Primary Source Reading 12-1 ★ ★ ★ ★ ★ ★

Haymarket Riot**✦ About the Selection**

George Engel was one of the anarchists executed for a supposed role in the bombing in Haymarket Square in Chicago. Engel's speech made before the court during his trial was published in 1886 under the title *Address by George Engel, Condemned Haymarket Anarchist*. By associating labor with anarchism, the bombing and trial discredited the labor movement and heightened fears of immigrants and radicals. The Knights of Labor, for example, lost

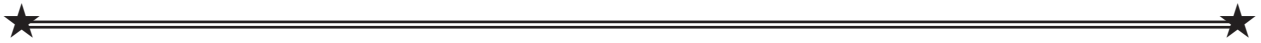
Reader's Dictionary

proletarian: member of the working class

members rapidly. Here Engel explains why he became a socialist and then an anarchist.

GUIDED READING

As you read, analyze the ways that America has not lived up to its promises, according to Engel. Then answer the questions that follow.



When in the year 1872, I left Germany because it had become impossible for me to gain there, by the labor of my hands, a livelihood such as man is worthy to enjoy—the introduction of machinery having ruined the smaller craftsman and made the outlook for the future appear very dark to them—I concluded to fare with my family to the land of America, the land that had been praised to me by so many as the land of liberty.

. . . This is the first occasion of my standing before an American court, and on this occasion it is murder of which I am accused. . . . And for what reasons am I accused of murder? The same that caused me to leave Germany—the poverty—the misery of the working classes.

And here, too, in this “free republic,” in the richest country of the world, there are numerous proletarians for whom no table is set; who, as outcasts of society, stray joylessly through life. I have seen human beings gather their daily food from the garbage heaps of the streets, to quiet therewith their gnawing hunger.

. . . I began to understand that it made no difference to the proletarian, whether he lived in New York, Philadelphia, or Chicago. . . . I became acquainted with a man who pointed out to me the causes that brought about the difficult and fruitless battles of the workingmen for the means of existence. He explained to me, by the logic of scientific Socialism, how mistaken I was in believing that I could make an independent living by the toil of my hands, so long as machinery, raw material, etc., were guaranteed to the capitalists as private property to the State. . . .

. . . I came to the opinion that as long as workingmen are economically enslaved they cannot be politically free. It became clear to me that the

(continued)

Primary Source Reading **12-1** (continued) ★ ★ ★ ★ ★

working classes would never bring about a form of society guaranteeing work, bread, and a happy life by means of the ballot.

Of what does my crime consist?

That I have labored to bring about a system of society by which it is impossible for one to hoard millions, through the improvements in machinery, while the great masses sink to degradation. . . . The statute laws we have are in opposition to the laws of nature, in that they rob the great masses of their rights "to life, liberty, and the pursuit of happiness."

. . . Every considerate person must combat a system which makes it possible for the individual to rake and hoard millions in a few years, while, on the other side, thousands become tramps and beggars. . . .

Source: *The Power of Words: Documents in American History, Volume II*. New York: HarperCollins College Publishers, 1996.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. Why did Engel leave Germany?

2. What does Engel think is the duty of every person with compassion?

3. What conclusion does Engel reach about the political freedom of the working people?

4. **Critical Thinking** Engel criticizes the trend toward replacing workers with machines. How do you think Engel would feel about computers, information systems, and the Internet?

Primary Source Reading 12-2 ★ ★ ★ ★ ★ ★

The Pullman Strike

✦ About the Selection

After the violent strike against the Pullman Company in 1894, a presidential commission investigated the causes of the bloody dispute. During the course of the investigation, George Pullman, president of the railway car company, presented his views to the commission. In his testimony, a portion of which appears here, Pullman explained why the company lowered the workers' salaries but did not make a corre-

Reader's Dictionary



arbitration: judgment based on facts at hand

sponding reduction in the rents that workers paid to Pullman for their company-owned housing.

GUIDED READING

As you read, explain why the Pullman Company lowered wages. Then answer the questions that follow.

Testimony of George Pullman, 1894

Question: Did the Pullman Company, during its years of prosperity, ever voluntarily increase the wages of any . . . of its employees?

Answer: Not specially on account of prosperous business. It has always paid its employees liberal wages. . . . I think that it has never had a strike. . . .

Question: But it has never increased the wages of its employees voluntarily?

Answer: Certainly it has not increased them any other way.

Question: It has never divided any of its profits with them in any shape or form?

Answer: The Pullman Company divides its profits with the people who own the property. It would not have a right to take the profits belonging to the people who own that property. . . .

Question: Well, we will not discuss that question. . . . Now, when the first year of losses comes, it makes a reduction of 20 or 25 percent on [the wages of] its employees.

Answer: In that particular branch [factory]. It was a question whether we could get cars to build or whether we should shut up our shops.

Question: Was this reduction upon one class of your employees [in that factory] or upon all classes? . . .

Answer: When we reduced the wages in one part of the manufacturing plant, we would reduce the wages in all parts of it. You cannot be paying one set of men higher wages than you are paying others. . . .

Primary Source Reading 12-2 (continued) ★ ★ ★ ★ ★

Question: Suppose a board of arbitration had examined . . . the matter and had said: “Yes, we accept your statement that you are losing money on these jobs and that the times are hard. . . . But with a body of workmen who had been with you some time . . . you ought to divide with them a little, give them at least enough to make a good living.” Wouldn’t that have been a fair matter to be considered?

Answer: I think not. How long a time should a man be with a company before he would be entitled to a gift of money? For that is what this would mean. The wage question is settled by the law of supply and demand. We were obliged to reduce wages in order to get these cars. [We were forced] to compete with other people in the same business [who] were doing the same thing. . . .

Question: Who has the power to reduce rents at Pullman?

Answer: Any question of that kind would come to me. . . .

Question: Was the question of reducing rents [on company houses] when wages were reduced one that came under discussion at all?

Answer: No, . . . the question of reducing rents did not come under discussion between the officers of the company. The income from the rent was so low that there was no room for reducing the rent. . . . And, as I explained to the men, there was no necessary connection between the employment of men and the renting of homes. . . . They had the privilege of living where they chose. . . .

Question: When this reduction of wages was made, was your salary reduced? And what [about] the other officers?

Answer: No, sir.

Source: Report on the Chicago Strike of June–July 1894. Washington, D.C.: Government Printing Office, 1895.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. According to George Pullman, what determines wages?
2. How were company executives affected by the reduction in workers’ wages?
3. With whom does the Pullman Company share its profits?
4. **Critical Thinking** What attitude toward his workers does Pullman display in his testimony?

★ American Art and Music Activity 12

★ ★ ★ ★ ★ ★ ★ ★ ★ **Louis Comfort Tiffany** ★ ★ ★ ★ ★ ★ ★ ★

Louis Comfort Tiffany made his name as a designer of decorative glass. However, he also experimented with architecture, painting, and jewelry making. His accomplishments raised the status of decorative arts, such as furniture, metalwork, and textiles. He designed elaborate interiors using materials from all over the world.

Tiffany was born in New York City in 1848. His father, Charles Lewis Tiffany, was founder of the successful New York jewelry store Tiffany & Company. Beginning in the 1860s, Louis Tiffany studied painting and traveled throughout Europe. At the age of 24 he became interested in glassmaking. He started an interior decorating firm called Louis C. Tiffany and Associates, whose services were used by clients such as Mark Twain and President Chester A. Arthur, who hired the firm to redecorate the public rooms of the White House. Tiffany invented a type of blown glass vases and bowls that he called "Favrile." Favrile glass became popular because of its rich colors and shimmering surfaces. Tiffany's method of assembling pieces of colored glass into various designs marked a departure from the traditional method of stained glasswork, in which artists painted pieces of plain glass.

Tiffany achieved one of his most striking artistic successes with the chapel he created for the 1893 World's Columbian Exposition in Chicago. Installed in the Manufactures and Liberal Arts Building, the chapel was 39 feet long and 23 feet wide, with a maximum height of 24 feet. The chapel's brilliant glass windows impressed the public and made Tiffany's reputation as a leader in the field of design. Other famous works by Tiffany include a

huge glass curtain designed for the National Theater in Mexico City and the home he designed for himself in Oyster Bay, Long Island in 1904. Tiffany also designed jewelry, metalwork, and textiles.

Tiffany used Favrile glass to produce both large stained glass windows and smaller items such as bowls, vases, and shades for oil lamps. With the invention of the electric light bulb, a new opportunity arose. Tiffany's glass factory was soon turning out more than one hundred different lampshade designs. These lampshades could be assembled from pieces of glass that were too small to be used in large windows. The lampshades' designs were generally inspired by nature and often featured floral motifs. While much of Tiffany's work was produced in factories, the finished pieces often had hand-painted detail as well. Tiffany worked in a style called Art Nouveau, which was known for its use of nature and its delicate, curving lines, abstract patterns, and geometric designs. Art Nouveau sought to balance elements of industrialization with an emphasis on the individual artist's craft. The movement came about in part as a response to both industrialization and laissez-faire economics, as those who benefited from these developments sought to acquire decorative objects.

Because many of his designs were produced in factories and intended to be purchased by the general public, Tiffany left behind a huge quantity of work. While his work fell out of favor around the time of World War I, interest in his designs rebounded in the 1950s and 1960s. Today, Tiffany glass continues to be valued for its beauty, and items produced in Tiffany's factory are considered to be valuable antiques.



American Art and Music Activity 12 (continued)

1. Name and describe the work that first gained Louis Tiffany recognition as a major artist.

2. How was Tiffany's method of working with stained glass different from the traditional method?

3. Why did Tiffany leave behind so many examples of his designs?

Critical Thinking ★

4. **Synthesizing Information** Why did Tiffany leave behind so many examples of his designs?

5. **Drawing Conclusions** How do you suppose Tiffany's work helped to gain greater respect for the decorative arts?

INTERPRETING POLITICAL CARTOONS

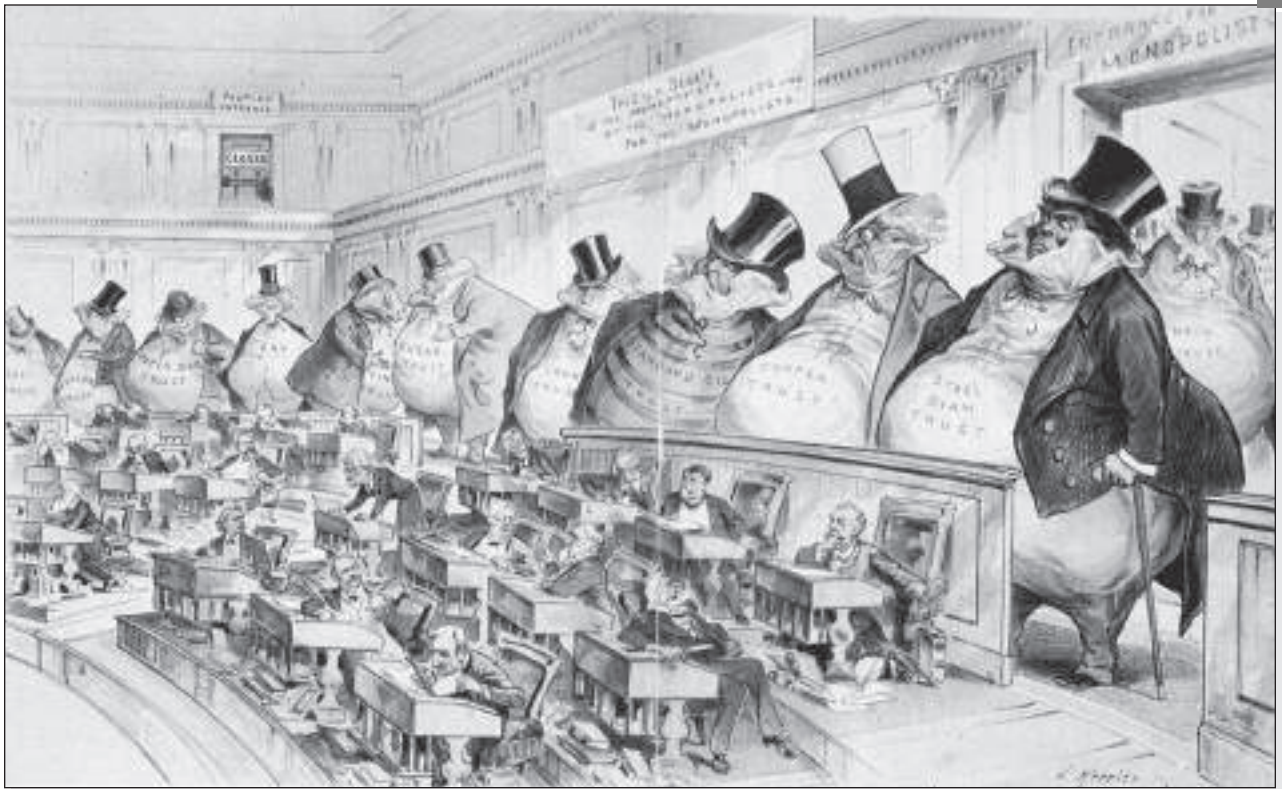


Activity 12

BATTLE AGAINST THE TRUSTS

The growth of trusts in the oil refining, steel making, and other industries created huge problems for Americans. Trusts forced other companies out of business by using unfair methods. One method was to lower prices until other companies could not compete. Then, when there was no competition, the trusts would raise prices as high as they pleased. The trusts used their massive wealth to influence and interfere with government. As a result, more and more Americans came to believe that it was time for government to act against the trusts. This was a subject that many American cartoonists, including Joseph Keppler, dealt with around the beginning of the 1900s.

Directions: Study the cartoon below, and then answer the questions that follow.



Library of Congress

ANALYZING THE CARTOON ACTIVITY 12 (continued)

1. What is the setting for this cartoon?

2. Who are the people in the front of the cartoon? Who are the people in the back row?

3. How does the cartoonist use size to make his point of view?

4. How does the cartoonist use caricature to make his point of view?

CRITICAL THINKING

5. **Synthesizing Information** Turn your attention to the sign at the top center of the cartoon. What does this sign mean? To what famous document in American history does the sign refer? How does the cartoonist use the sign to make an ironic point about the system of trusts?

6. **Analyzing Information** Note the closed door at the top left of the cartoon. What does it symbolize?


7. **Drawing Conclusions** What conclusions can you reach about the political preferences of the cartoonist? Is he attacking Republicans? Democrats? Both parties? Explain your answer.

★ Reteaching Activity 12

Industrialization, 1865–1901

Industry changed rapidly after the Civil War. A host of new inventions helped to increase the productivity of workers. Millions of immigrants arrived to find jobs in the growing economy. The owners of large corporations tried to consolidate businesses and increase their wealth. At the same time, unions sought to achieve a better balance of power between the corporations and their workers.

DIRECTIONS: The table below lists terms that relate to post-Civil War industrialization. Complete the table by explaining how each of the numbered items impacted industry in the United States.

 Post-Civil War Industrialization	
	Impact on Industry
1. Laissez-faire	
2. Railroad consolidation	
3. Economies of scale	
4. Corporations/limited liability/monopolies	
5. Holding company	
6. Blacklist	

7. Critical Thinking The same entrepreneurial spirit that inspired the growth of industries in the late 1800s drives businesses today. Name one recent invention or economic innovation and describe how it is changing the business world today.

★ **Enrichment Activity 12****Shopping by Mail**

Some entrepreneurs in the late 1800s achieved financial success by overcoming the limitations of geography. Among them

were the long-distance merchants Aaron Montgomery Ward and Richard Warren Sears, the creators of catalog sales.

DIRECTIONS: Read the excerpt below from noted historian Daniel J. Boorstin. Then answer the questions that follow.



Chicago, the railroad center of the nation, was the natural place from which to reach out to the vast rural hinterlands, and Chicago became the capital for the great nationwide enterprises of absentee salesmanship. The pioneer there was an energetic young transient, Aaron Montgomery Ward. . . . [He] saw that he could reduce retail prices if he purchased large quantities for cash direct from manufacturers and then sold for cash direct to the rural consumer. This was the seed of his mail-order idea. . . .

Starting in a loft, 12 feet by 14 feet, over a livery stable [in 1872], Ward issued a single price sheet, which listed the items for sale and explained how to order. . . . By eliminating the middleman, Ward promised savings of 40 percent. . . . In 1883, . . . the catalogue boasted goods in stock worth a half-million dollars. The catalogue for 1884 numbered 240 pages and listed nearly ten thousand items.

Montgomery Ward's business depended on the confidence of a buyer in a seller whom he had never seen. . . . Everything was done to build up the friendly confidence needed to induce farmers to buy goods sight unseen from a distant warehouse run by strangers. . . .

Hesitant customers were attracted and reassured by Ward's ironclad guarantee; all goods were sent "subject to examination," and any item found unsatisfactory could be returned to the company, which paid for the transportation both ways. . . . Even after Ward's community of customers had grown to hundreds of thousands, the firm took pains to reassure each of them that the company was his friend. . . .

Ward had already proved the success of the mail-order idea when another young man began to develop a mail-order business destined to be even vaster than Ward's. . . . Young Richard Warren Sears had a sharp eye for how to use other men's capital, and how to make the most of the organizations, especially the railroads. . . . In 1887 he moved to Chicago. . . . There he enlisted the help of Alvah Curtis Roebuck. . . .

By the time the firm name of Sears, Roebuck and Company came into use in 1893, the business had moved into a wide range of merchandise, including clothes, furniture, sewing machines, baby carriages, and musical instruments, described in a catalogue of 196 pages. . . .

The Sears, Roebuck Catalogue was the Bible of the new rural consumption communities. . . .

In rural schoolhouses, children were drilled in reading and spelling from the catalogue. They practiced arithmetic by filling out orders and adding up items. They tried their hand at drawing by copying the catalogue models, and acquired geography by studying the postal-zone maps. . . . So the children of rural America thought of the big books from Sears and Ward as exhaustive catalogues of the material world.

From *The Americans: The Democratic Experience* by Daniel J. Boorstin. Copyright © 1973 by Daniel J. Boorstin. Reprinted by permission of Random House, Inc.



★ Enrichment Activity 12 (continued)

Questions to Consider

1. What were some of the obstacles created by geography, and how did Ward and Sears overcome them?

2. How did mail-order sales change the lifestyles and values of rural America?

3. Do any similarities exist between the changes introduced in American society by Ward and Sears catalog merchandising and Internet shopping today?

4. **GO A STEP FURTHER** ► Create an advertisement for an Internet shopping company. In your advertisement include some of the concepts that made the Sears and Ward companies successful.

The American Vision

Chapter 12 **Section Resources**

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Guided Reading Activity 12-1

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. By **when** had Americans transformed the United States into the world's leading industrial nation? _____
2. **How** much larger was the Gross National Product (GNP) in 1914 than at the end of the Civil War? _____
3. **How** did railroads help the nation to develop? _____

4. **What** product was petroleum turned into for use in lanterns and stoves? _____

5. **How** did a growing population help the nation's industrialists? _____

6. **How** many immigrants arrived in the United States between 1870 and 1910?

7. **What** inventions did Thomas Alva Edison's laboratory produce? _____

8. **What** innovation changed the textile industry? _____

9. **How** were standard sizes in clothing developed? _____
10. **What** was the effect of mass production on shoemaking? _____

11. **What** did laissez-faire supporters believe about the role of government in economic affairs? _____

12. **Who** are people that risk capital in order to organize and run a business? _____

13. **Where** were the vast tracts of land that Congress gave to the railroads? _____

14. **How** was the United States different from Europe in regard to tariffs? _____

15. **What** do laissez-faire supporters believe about tariffs? _____

16. **How** did high tariffs hurt many Americans? _____

★ **Guided Reading Activity 12-2**

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

★ **Main Idea:** After the Civil War, railroad construction expanded dramatically.

1. **Detail:** The railroad boom began in 1862 when President Lincoln signed the _____.
2. **Detail:** The _____ Railroad had primary investors who were known as _____.
3. **Detail:** Because of a _____ in California, about 10,000 workers from _____ were hired.

★ **Main Idea:** The expansion of the railroads spurred America's industrial growth.

4. **Detail:** Railroad companies stimulated the economy by spending money on _____, _____, _____, and other necessities.
5. **Detail:** Railroad _____ resulted in seven giant systems that controlled most rail traffic.
6. **Detail:** Before the 1880s, each community set its clocks by the _____.
7. **Detail:** To make rail service safer and more _____, the American Railway Association divided the country into four _____.

★ **Main Idea:** To encourage railroad construction, the federal government gave land grants to many railroad companies.

8. **Detail:** During the 1850s and 1860s, the federal land grant system awarded railroad companies _____ acres of land.

★ **Main Idea:** The great wealth many railroad entrepreneurs acquired in the late 1800s led to accusations that they had built their fortunes through dishonest means.

9. **Detail:** Jay Gould was a railroad owner who was infamous for _____.
10. **Detail:** The _____ scandal involved public officials and stockholders of the Union Pacific Railroad.

★ **Guided Reading Activity 12-3**

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Rise of Big Business

- A. Why did the number of American corporations begin to increase in the 1830s? _____

- B. How were corporations able to achieve economies of scale? _____

- C. Why were large corporations able to continue operating during times of economic recession? _____

II. Consolidating Industry

- A. What did some companies do in order to keep prices from falling? _____

- B. Why were American courts and legislatures suspicious of pools? _____

- C. What are the benefits of having a vertically integrated company? _____

- D. Why did some people fear monopolies, while others supported them? _____

- E. What were two ways to avoid allegations of being a monopoly? _____

- F. How did department stores change the shopping experience? _____

- G. What are the characteristics of chain stores? _____

- H. How did some retailers reach millions of people in rural areas in the late 1800s?

★ **Guided Reading Activity 12-4**

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Despite difficult working conditions, industrialism brought about a dramatic rise in the _____.
2. In 1900, the average industrial worker made _____ an hour and worked _____ a week.
3. Craft workers generally received _____ and had more control over _____.
4. By 1873 there were 32 national _____ in the United States.
5. Owners of large corporations opposed unions that united _____.
6. When workers formed a union, companies often used a _____ to break it. _____
7. Courts frequently ruled that strikes were _____, for which labor leaders might be fined or jailed.
8. The _____ was triggered by wage cuts by the Baltimore and Ohio Railroad.
9. The first nationwide union was the _____, founded in 1896.
10. _____ is the process by which an impartial third party helps workers and employers reach an agreement.
11. Critics of the union movement charged that the _____ showed how unions were dominated by _____.
12. In 1893 railroad workers created the _____, under the leadership of Eugene V. Debs.
13. The Pullman Strike ended when railroad managers arranged for _____ to be attached to the Pullman cars.
14. In 1886, leaders from several of the nation's trade unions organized the _____, whose leader was _____.
15. By 1900, women made up more than _____ of the labor force.
16. Regardless of their employment, women were paid _____.

The AMERICAN VISION

Chapter 13 Resources

Urban America, 1865–1896

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★ Reading Skills Activity 13

Comparing and Contrasting

LEARNING THE SKILL

To be an effective reader, you need to look for similarities and differences in any new text you are reading. It is natural to make comparisons whenever you are confronted with new information. For example, you might compare what you are reading to things you have read in the past. If you visit a new place, you might compare and contrast it with other places you have visited. This technique is very useful for learning and understanding new information. By comparing and contrasting new information with what you already know, you can better understand the new topic.

Authors use signal words, or words that give the reader clues about similarities and differences talked about in the text. Words that tell you the author is talking about similarities include *like, same, still,* and *at the same time*. Words that tell you the author is talking about differences include *however, rather, although,* or *on the other hand*.

PRACTICING THE SKILL

DIRECTIONS: Read the following sentences. Underline the signal words in each sentence and note whether it indicates a similarity or a difference. (Hint: in one of these sentences, there are signal words for both similarities and differences.)

1. “Although several presidents vetoed legislation that would have limited immigration, prejudice against immigrants stimulated passage of a new law.” (page 447)
2. “The boundaries between neighborhoods can still be seen in many cities today.” (page 452)
3. “Though flush toilets and sewer systems existed in the 1870s, pollution remained a severe problem as horse waste was left in the streets, smoke belched from chimneys, and soot and ash accumulated from coal and wood fires.” (page 455)
4. “A new movement in art and literature called realism began in the 1800s. Just as Darwin had looked at the natural world scientifically, artists and writers tried to portray the world realistically.” (page 460)

APPLYING THE SKILL

DIRECTIONS: Use what you learned about *comparing and contrasting* to explore what you have learned in this chapter. Divide into two groups. One group will be the *Compare* group, searching for the signal words that show similarities the author wants to point out in the chapter. The other group will be the *Contrast* group, searching for signal words that show differences. On a separate sheet of paper, each group should write down the sentences, underline the signal words, and write the page number where the sentences appear. At the end of the search, each group should share their findings with the class and talk about how this skill has helped them understand the chapter.

★ **Historical Analysis Skills Activity 13**

Reading a Special Purpose Map

LEARNING THE SKILL

Maps can be valuable tools for the study of history. Topographical maps reveal many things, like national borders and the physical characteristics of land. Thematic maps provide information such as immigration and voting patterns and locations of population centers. Do not be intimidated by even the most complicated looking maps. Ask questions such as, “What type of map is this?” and “What is the purpose of this map?” Examine them carefully and they will open their secrets to you.

PRACTICING THE SKILL

DIRECTIONS: Refer to the map, graph, and chart on page 443 of your text and answer the following questions.

1. What information do this map, graph, and chart provide?

2. What continent saw the largest number of immigrants reach American soil?

3. List three factors that led to immigration to the United States during the years 1870–1900.

4. How would you describe the difference between “old” and “new” immigrants from Europe?

APPLYING THE SKILL

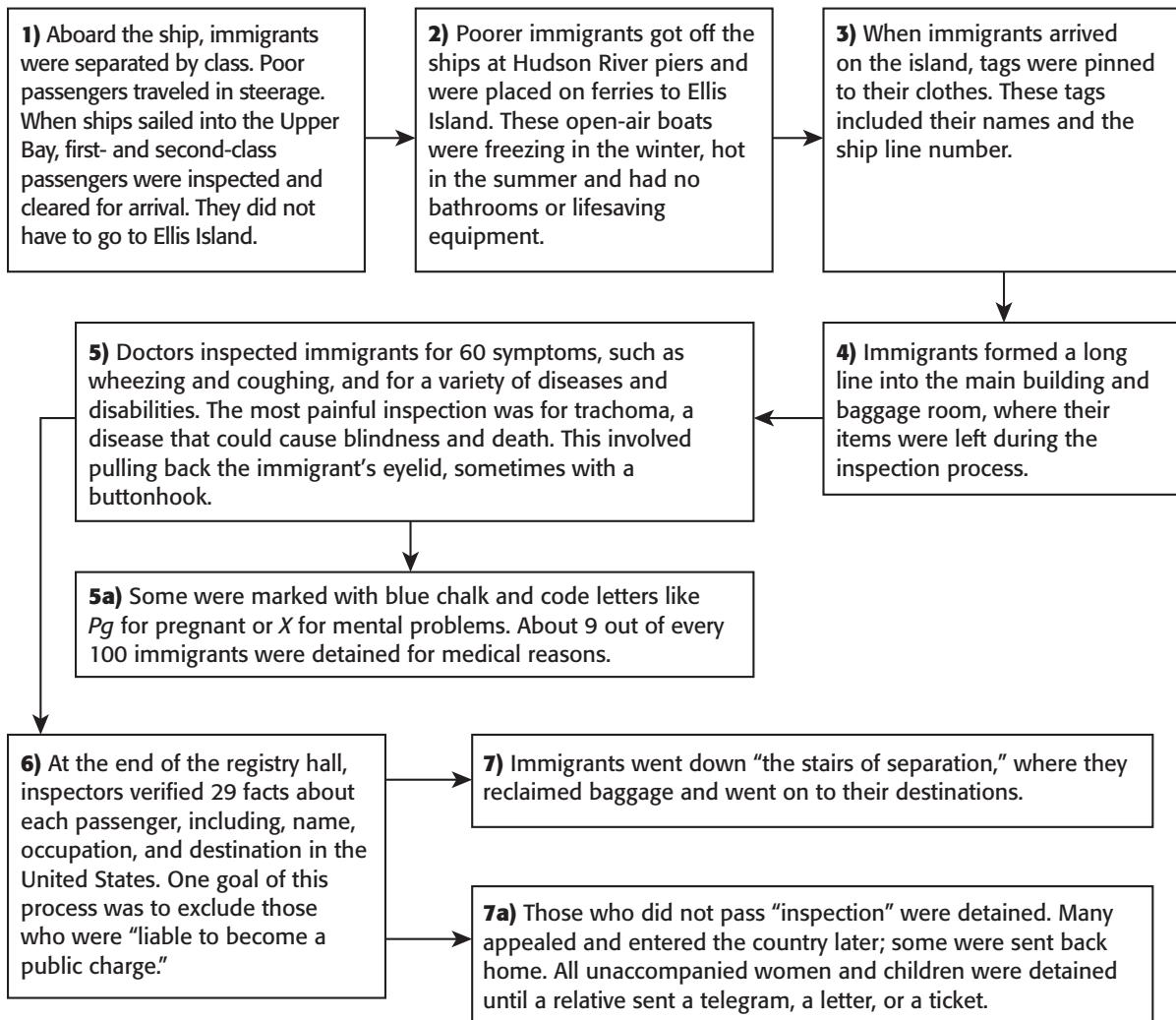
DIRECTIONS: Using newspaper or Internet sources, find a map of the United States that shows the final voting results in the 2004 presidential election. On a separate sheet of paper, write a brief reflection on the information contained in the map. What patterns do you see? Did certain portions of the country favor one candidate over the other? What conclusions can you draw about regional divisions over politics?

★ **Differentiated Instruction Activity 13**

Immigration: Entering the United States at Ellis Island

For immigrants from Southern and Eastern Europe who entered the country between 1892 and 1924, Ellis Island was the first experience of the United States. Read about their arrival at Ellis Island in the flowchart below.

THE INSPECTION PROCESS AT ELLIS ISLAND



Directions: On a separate sheet of paper, use the information from the flowchart to answer the following questions:

- Analyzing Information** What were three ways in which immigrants were grouped or classified on board ship and during the inspection process?
- Analyzing Information** Make a chart listing some of the challenges, tragedies, and triumphs of the Ellis Island experience.

(continued)

★ **Differentiated Instruction 13** (continued)

FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students' different learning styles:

English Learners (EL) Review the word *detained*. The pair students with proficient speakers to answer the questions.

Advanced Learners (AL) Have students create a narrative that tells the story of one immigrant family going through the inspection process at Ellis Island. Encourage students to make up the name of a family from Southern or Eastern Europe or to go to the Ellis Island Web site to find an actual name.

Below Grade Level (BL) Introduce the activity or, alternatively, help students review the key information on page 99 by creating a *who-what-when-where-why* organizer like the one below. *Suggested answers are in italics.*

Who	<i>Immigrants</i>
What	<i>Going through inspection; being processed for the right to enter the United States</i>
When	<i>1892–1924</i>
Where	<i>Ellis Island</i>
Why	<i>The United States government wanted to admit people who were healthy and who were not “liable [likely] to become a public charge.”</i>

On Grade Level (OL) Have students work independently to study the flowchart and answer the questions.

English Learner Activity 13 ★ ★ ★ ★ ★ ★

Urban America, 1865–1896

★ A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the primary source selection from *World of Our Fathers* in the part of your text titled “The Atlantic Voyage,” answer the following questions.

1. What reasons would encourage people to uproot their families and move to a completely different continent?

2. What do you think traveling to the United States before the invention of modern airplanes would have been like?

★ B. PRE-READING ACTIVITY

Vocabulary Review

Reviewing the words and expressions below will help you understand the reading.

narrow (adj.) not wide; thin or slim

steep (adj.) at a sharp angle at which something might fall

slippery (adj.) capable of causing people or things to slip or fall

steerage (n.) the cheapest place to live travel on a steamship

odor (n.) smell, often one that is unpleasant

scattered (v./adj.) to go in all directions; something that is widely separated

disinfectant (n.) a chemical used to kill germs or bacteria

(continued)

English Learner Activity 13 (continued) ★ ★ ★ ★ ★

lounge (n./v.) place with seats where you can wait; to rest in a relaxed position

comfort (n.) peaceful feeling

babble (n./v.) meaningless or confusing sounds or talk; to make such sounds

tongues (n.) languages

miserable (adj.) unhappy or unpleasant

kettle (n.) a large cooking pot usually with a lid

immigrant (n.) one who comes to another country to settle

★ C. READING COMPREHENSION ACTIVITY

Vocabulary in Context

Directions: Use the context to complete the sentences below with one of the following words or expressions.

slippery, scattered, disinfectants, tongues, steep, steerage, kettles, immigrants, tongues

1. Most _____ to the United States after the Civil War came from eastern and southern Europe.
2. Most people traveled to the United States in _____ or the cheapest lodgings onboard the steamships.
3. The crowded hallway was filled with voices speaking many different _____.
4. Stairways covered with water are likely to be _____.
5. The steamship company used _____ to clean the decks of the ship.
6. Food for the many passengers on a steamship was cooked in huge _____.
7. A road or path through a mountainous region is often very _____.
8. The traveler's belongings were _____ around the tiny room.

★ D. WORD BUILDING ACTIVITY

Synonyms

Remember: Synonyms are words that have similar meanings; *odor* and *smell* are synonyms.

Directions: Match the words in column one with their synonyms in column two.

- | | |
|------------------|------------------|
| 1. ___ tongue | A. resting place |
| 2. ___ kettle | B. clean |
| 3. ___ scatter | C. pot |
| 4. ___ lounge | D. peaceful |
| 5. ___ comfort | E. unpleasant |
| 6. ___ miserable | F. separate |
| 7. ___ disinfect | G. language |

★ **Content Vocabulary Activity 13**

Urban America, 1865–1896

DIRECTIONS: Circle the term that best completes each sentence. Then answer the question at the bottom of the page.

1. In the South, laws enforcing segregation of African Americans were called
A. grandfather clauses. **B.** Jim Crow laws. **C.** Exclusion Acts.
2. Many party bosses grew rich as a result of fraud or
A. monopoly. **B.** philanthropy. **C.** graft.
3. In some urban areas, this system provided essential city services in exchange for votes.
A. political parties **B.** settlement houses **C.** political machine
4. This taxes different income levels at different rates.
A. graduated income tax **B.** poll tax **C.** adjustable tax
5. “Survival of the Fittest” was the catchphrase of this philosophy.
A. Social Darwinism **B.** Nativism **C.** laissez-faire
6. Dark, crowded multi-family city apartment buildings are
A. settlement houses. **B.** skyscrapers. **C.** tenements.
7. A political movement to increase farmers’ political power was known as
A. patronage. **B.** Social Darwinism. **C.** populism.
8. A fee that had to be paid before a person was allowed to vote was called a
A. poll tax. **B.** grandfather clause. **C.** Jim Crow laws.
9. Most immigrants booked passage to America in this part of the steamship.
A. cooperative **B.** steerage **C.** greenback
10. Legalized separation of the races in public places is known as
A. sharecropping **B.** lynching **C.** segregation
11. The philosophy behind the Horatio Alger stories was
A. individualism. **B.** Americanization. **C.** realism.
12. Describe the differences between the following pair of terms:
deflation / inflation _____

Academic Vocabulary Activity 13 ★ ★ ★ ★ ★ ★

Urban America 1865–1896

Key Words

Academic Words	Words with Multiple Meanings	Content Vocabulary
currency	bond	cooperatives
discrimination	settle	greenbacks
ethnic		poll tax
evolution		Social Darwinism
immigrant		
incentive		
publish		
strategy		
trigger		

✦ A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Using context clues, choose the best definition for each underlined word.

- Immigrants began arriving in the United States from as far away as Europe and Asia in record numbers after the end of the Civil War.
A. native-born **B.** foreigners **C.** industrialists
- In cities, the newcomers lived in ethnic neighborhoods like Little Italy or Chinatown, where people spoke a familiar language and shared the traditions of their homelands.
A. cultural **B.** stylish **C.** moral
- The United States had several different forms of currency in circulation including greenbacks, coins, and bank notes all backed by government bonds.
A. tariffs **B.** prices **C.** money
- None of the strategies the Grange used, from pressuring the legislature to creating cooperatives, improved the farmer’s financial position.
A. plans **B.** goals **C.** demands
- Social Darwinists applied the biological theory of evolution to human societies.
A. development **B.** design **C.** progress
- After the Civil War, many southern states passed Jim Crow Laws that enforced discrimination and separation of the races in public places.
A. court orders **B.** unfair treatment **C.** debts

Academic Vocabulary Activity 13 (continued) ★ ★ ★ ★

Test Your Knowledge

Directions: Complete the following chart by supplying the missing noun, verb, or adjective form of the vocabulary words.

Noun	Verb	Adjective
strategy	strategize	
	publish	
discrimination		
	settle	settled
evolution		
bond		
incentive		
	trigger	triggered

Directions: Match the words with their definitions.

- | | |
|-----------------------|-----------------------|
| 1. ___ strategies | A. cause |
| 2. ___ discrimination | B. development |
| 3. ___ trigger | C. cultural |
| 4. ___ currency | D. trust |
| 5. ___ ethnic | E. foreigner |
| 6. ___ evolution | F. print |
| 7. ___ immigrant | G. plans |
| 8. ___ bond | H. money |
| 9. ___ publish | I. unfairness |

★ Reinforcing Skills Activity 13


Comparing Data


❑ LEARNING THE SKILL

Statistics can help you support an opinion or make a point. Statistics are data collected and organized to help identify effects and make predictions. To compare statistical data, first read the title and any labels to get an overall idea of the information being shown. Analyze the numbers shown by looking for decreases, increases, similarities, and differences. Look for sets of numbers or data that seem to be related or that have some correlation. Draw conclusions from the information based on the relationships and trends you find.

❑ PRACTICING THE SKILL

DIRECTIONS: Study the statistical information, then answer the questions below on a separate sheet of paper.

 Manufacturing Establishments: Top Five States in 1870	
State	Number of Manufacturing Establishments
Pennsylvania	37,200
New York	36,206
Ohio	22,773
Massachusetts	13,212
Illinois	12,597

 Foreign-Born Population: Top Six States in 1870	
State	Number of Foreign-born Residents
New York	1,138,353
Pennsylvania	543,309
Illinois	515,198
Ohio	372,493
Wisconsin	364,499
Massachusetts	353,319

1. What information do these two tables provide?
2. What correlation do you see between the statistics in the two tables?
3. What conclusions can you draw from this correlation?

❑ APPLYING THE SKILL

DIRECTIONS: Develop a survey with two questions designed to show a relationship or correlation between two sets of facts (number of hours spent studying and the grades on a test, for example). Administer the survey, and generate your statistics. On a separate sheet of paper, present the statistics in a table, chart, or graph. What correlations do you see?

Critical Thinking Skills Activity 13**Comparing and Contrasting****LEARNING THE SKILL**

A *point of view* is an opinion or belief about something. A person's point of view often affects the way he or she interprets a topic or an event. It is important to recognize, or interpret, an author's point of view when you are using information. Much of history is the story of people with different viewpoints and how the differences between them were resolved. To understand history, as well as current issues, you must compare points of view on an issue.

Use the following guidelines to help you compare points of view:

- Read the material to identify the general subject.
- Identify the different viewpoints. Determine what aspect of the issue each viewpoint stresses.
- Ask the same questions about each point of view as you study it.
- Analyze how the answers to these questions are similar or different.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpts below from speeches delivered by African American leaders Booker T. Washington and John Hope. Then answer the questions that follow on a separate sheet of paper.

We may overlook the fact that the masses of us are to live by the productions of our hands and fail to keep in mind that we shall prosper in the proportion as we learn to dignify and glorify common labor, and put brains and skill into the common occupations of life. . . . No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities. . . . In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress. . . . The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle than of artificial forcing.

—Booker T. Washington, September 1895

If we are not striving for equality, in heaven's name for what are we living? I regard it as cowardly and dishonest for any of our colored men to tell white people or colored people that we are not struggling for equality. If money, education, and honesty will not bring to me as much privilege, as much equality as they bring to any American citizen, then they are to me a curse, and not a blessing. . . . Yes, my friends, I want equality. Nothing less. I want all that my God-given powers will enable me to get, then why not equality.

—John Hope, February 1896

1. What is the topic of these excerpts?
2. How are the excerpts similar? Different?
3. With which excerpt do you most agree? Explain your reasoning.

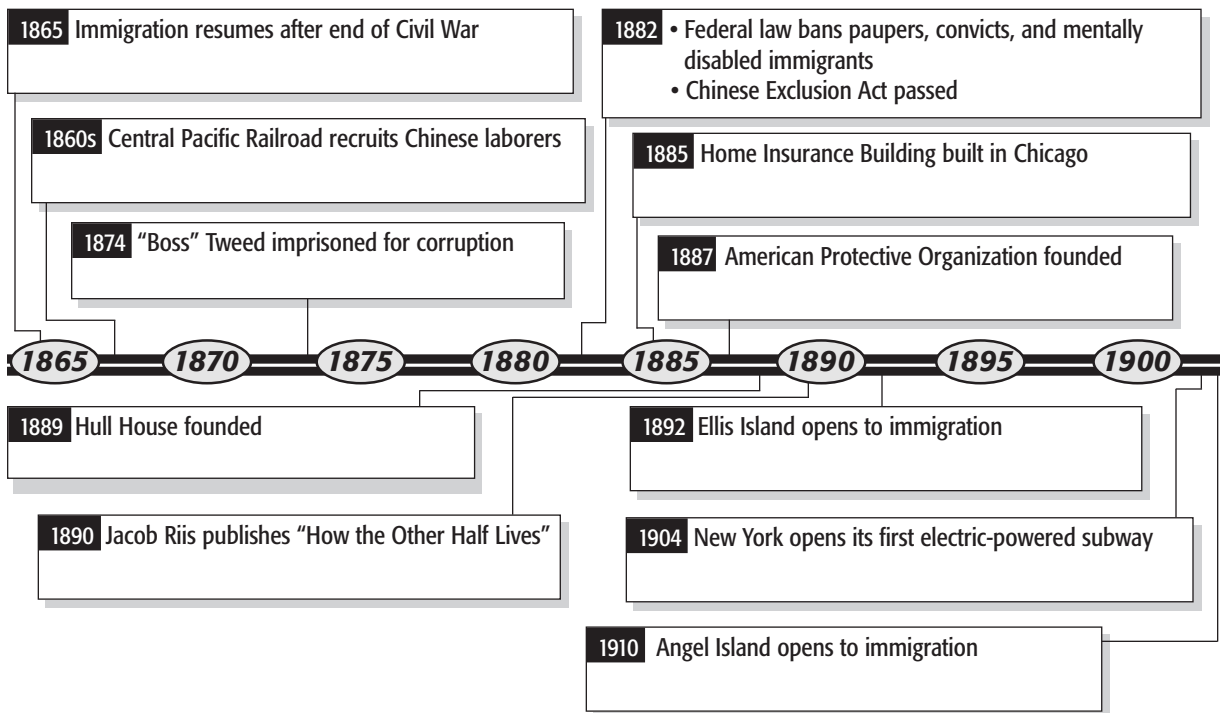
★ **Time Line Activity 13**

Urban Problems

BACKGROUND

During the late nineteenth century, a major wave of immigrants flooded into the United States in search of a new life. The vast majority of these people came from southern and eastern Europe. Lesser numbers arrived from Asia. This triggered fears in some native-born Americans that these people might not be able to adapt to American society, which resulted in the passage of immigration restrictions. In record numbers, these immigrants were attracted to urban areas where jobs in factories and new city services were available. Overcrowding in these cities led to major urban problems.

DIRECTIONS: Use the information in the time line to answer the questions that follow on a separate sheet of paper.



1. Which time line event explains why the immigration centers were built on Ellis Island and Angel Island?
2. What makes the Home Insurance building important in understanding the changes taking place in urban areas during this period in history?
3. Which urban problems did Jacob Riis identify in his book?
4. What was the purpose of community centers like Hull House?
5. Which urban problem was the building of the New York subway designed to correct?

Linking Past and Present Activity 13



Lady Liberty

THEN

“Give me your tired, your poor, your huddled masses yearning to breathe free....”
These comforting words greeted

many beleaguered immigrants who sailed into New York Harbor. The words are part of a poem by Emma Lazarus inscribed on the Statue of Liberty.

The statue, officially titled “Liberty Enlightening the World,” was a gesture of friendship given by the people of France to the people of the United States. French citizens donated the money to build the proud, robed woman. Designed by French sculptor Frédéric-Auguste Bartholdi, the statue was made of copper sheets, hammered into shape by hand. The sheets were fastened to a giant iron frame designed by Alexandre Gustave Eiffel, builder of the Eiffel Tower in Paris.

The United States raised the money to build the huge concrete, steel, and granite pedestal, or base. The statue was first displayed in Paris upon completion in 1884. It was then dismantled and shipped to its present location. President Grover Cleveland dedicated the statue in 1886 as a memorial to the alliance between France and the American colonists during the American Revolution.

Lady Liberty holds her uplifted, burning torch in her right hand. She wears a crown of seven spikes, representing the seven seas and seven continents. In her left arm rests a tablet inscribed with the date July 4, 1776. A broken chain lies at her feet.

NOW

The statue became a powerful national symbol during World War I. Its image appeared on war bonds, called *Liberty Bonds*, sold by the government to finance the war. As

a second wave of immigrants poured into the country after World War II, the statue took on another meaning from the Lazarus poem: the “Mother of Exiles.”

Today the statue stands as a global symbol of freedom. Over 4 million people from all over the world visit the statue each year. Standing 305 feet from pedestal base to torch, it is still one of the largest statues ever built. It was declared a national monument in 1924.

In the early 1980s, the French and Americans partnered again to restore the statue. They replaced the rusted iron frame with stainless steel. They replaced the torch with one that glows with reflected light. Repairs were completed in time for the statue’s centennial celebration, July 4, 1986.

Today ferries take visitors on a 15-minute ride to the island. Upon entering the statue’s base, you will see the original torch on display. You can take an elevator to the top of the pedestal. If you are fitness-minded, you can instead climb the 354 triangular steps (22 stories) that corkscrew their way up to the crown. From there, you have a magnificent view of New York harbor. A 42-foot service ladder inside the arm extends to the tip of the flame. The ladder was closed to the public in 1916 for safety reasons.



CHAPTER 13

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CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. **Identifying the Main Idea** Why did the French give the statue to the United States?
2. **Analyzing Information** Explain the symbolic meaning of the main parts of the statue.
3. **Drawing Conclusions** What new meanings did the statue take on over the years? Explain these meanings and why they probably occurred.

Primary Source Reading 13-1 ★ ★ ★ ★ ★ ★

Tammany Hall Views Civil Service Reform

▣ About the Selection

George Washington Plunkett was a leader of the Tammany Hall political machine from the Fifteen Assembly District. He held the offices of State Senator, Assemblyman, Police Magistrate, County Supervisor, and Alderman for more than a quarter of a century. At one point during 1870, he drew salaries for three of these offices at once. He rose through the ranks from very humble beginnings. Plunkett described the operations of the New York political machine in very practical terms in a series of interviews with William L. Riordon published in 1963, titled *Plunkett of Tammany Hall*. Among other things, he described how a politician becomes a millionaire through

Reader's Dictionary



anarchist: person who believes that all forms of government are unnecessary

fraud: deceit or trickery

spoils system: system in which political supporters are rewarded with jobs

socialist: person who believes in a society without private property

“honest graft.” This excerpt is from Chapter 3 “The Curse of Civil Service Reform.”

GUIDED READING

As you read, think about the influence the Tammany Hall political machine held among immigrant groups. Then answer the questions that follow.

This civil service law is the biggest fraud of the age. It is the curse of the nation. There can't be no real patriotism while it lasts. How are you goin' to interest our young men in their country if you have no offices to give them when they work for their party? Just look at things in this city today. There are ten thousand good offices, but we can't get at more than a few hundred of them. How are we goin' to provide for the thousands of men who worked for the Tammany ticket? It can't be done. These men were full of patriotism a short time ago. They expected to be servin' their city, but when we tell them that we can't place them, do you think their patriotism is goin' to last? Not much. They say: What's the use of workin' for your country anyhow? There's nothin' in the game." And what can they do? I don't know, but I'll tell you what I do know. I know more than one young man in past years who worked for the ticket and was just overflowin' with patriotism, but when he was knocked out by the civil service humbug he got to hate his country and became an Anarchist.

This ain't no exaggeration. I have good reason for sayin' that most of the Anarchists in this city today are men who ran up against civil service examinations. Isn't it enough to make a man sour on his country when he wants to serve it and won't be allowed unless he answers a lot of fool questions about the number of cubic inches of water in the Atlantic and the quality of sand in the Sahara desert? There was once a bright young man in my district who tackled one of these examinations. The next I heard of him he had settled down in

(continued)

Primary Source Reading **13-1** (continued) ★ ★ ★ ★ ★

Herr Most's saloon smokin' and drinkin' beer and talkin' socialism all day. Before that time he had never drank anything but whisky. I knew what was comm' when a young Irishman drops whisky and takes to beer and long pipes in a German saloon. That young man is today one of the wildest Anarchists in town. And just to think! He might be a patriot but for that cussed civil service. . . .

When the people elected Tammany, they knew just what they were doin'. We didn't put up any false pretenses. We didn't go in for humbug civil service and all that rot. We stood as we have always stood, for reward - in' the men that won the victory. They call that the spoils system. All right; Tammany is for the spoils system, and when we go in we fire every anti-Tammany man from office that can be fired under the law. . . .

Say, the people's voice is smothered by the cursed civil service law; it is the root of all evil in our government. You hear of this thing or that thing goin' wrong in the nation, the State or the city. Look down beneath the surface and you can trace everything wrong to civil service. I have studied the subject and I know. The civil service humbug is underminin' our institutions and if a halt ain't called soon this great republic will tumble down like a Park Avenue house when they were buildin' the subway, and on its ruins will rise another Russian government.

Source: William L. Riordon, *Plunkett of Tammany Hall*, E.P. Dutton, 1963.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. How does Plunkett say civil service has affected young people in his district?

2. What was the purpose of civil service reform measures passed during the Hayes administration?

3. Explain the main source of voting strength among the political machines in the growing cities of the late 1800s. Why does Plunkett describe civil service as "a curse?"

4. **Critical Thinking** What effect would you expect the end of the spoils system to have on political machines?

Primary Source Reading 13-2 ★ ★ ★ ★ ★ ★

The Farmers' Plight**✦ About the Selection**

Many factors caused hard times for farmers in the late 1800s and early 1900s, but the most important factor was overproduction. Efficient machines had dramatically increased crop yield. As production increased, however, prices for farm goods dropped equally dramatically. Washington Gladden was a reform-minded Congregational minister. In an article published in 1890, he discussed remedies

Reader's Dictionary

monometallism: support for the gold standard
circulating medium: money

for the problems facing farmers in the United States.

GUIDED READING

As you read, note why the farmers are "up in arms." Then answer the questions that follow.

The farmers of the United States are up in arms. They are the bone and sinew of the nation; they produce the largest share of its wealth; but they are getting, they say, the smallest share for themselves. The American farmer is steadily losing ground. His burdens are heavier every year and his gains are more meager; he is beginning to fear that he may be sinking into a servile condition. . . .

There is no doubt at all that the farmers of this country are tremendously in earnest just now, and they have reason to be. Beyond question they are suffering sorely. The business of farming has become, for some reasons, extremely unprofitable. With the hardest work and with the sharpest economy, the average farmer is unable to make both ends meet; every year closes with debt, and the mortgage grows till it devours the land. . . .

The causes of this lamentable state of things are many. Who shall estimate them? Mr. Davis gives this list: "Monometallism, deficient or defective circulating medium, protective tariffs, trusts, dressed-beef combinations, speculation in farm products, over-greedy middlemen, and exorbitant transportation rates." These are a few of the disadvantages of which the farmers now complain. Doubtless several of these causes are working against them. Whether, in their diagnosis of the disease, they always put their finger on the right spot may be doubted. People cannot always be trusted to tell what ails them. The patient knows that he is suffering, but he does not always discover the nature of his malady. Mr. Davis gives strong reasons for the belief that the root of the difficulty is overproduction; that there are too many farms, and that more corn, wheat, oats, beef, and pork have been raised than the country can use.

But granting that this is the chief cause of the depression of agriculture, other causes of considerable importance should not be overlooked. The enormous tribute which the farmers of the West are paying to the

(continued)

Primary Source Reading **13-2** (continued) ★ ★ ★ ★ ★

moneylenders of the East is one source of their poverty. Scarcely a week passes that does not bring to me circulars from banking firms and investment agencies all over the West begging for money to be loaned on farms at 8 or 9 percent net. The cost of negotiation and collection, which the farmer must pay, considerably increases these rates. . . .

. . . They believe that the miseries under which they are suffering are largely due to political causes and can be cured by legislation. They have found out that of the 20 million breadwinners they comprise 8 or 9 million, and they think that if they stand together they can get such legislation as they desire. The old Grange kept pretty well out of politics; the new Farmer's Alliance and its affiliated organizations intend to work the political placer for all that it can be made to yield. Hear them:

The prime object of this association is to better the condition of the farmers of America, mentally, morally, and financially; to suppress personal, sectional, and national prejudices, all unhealthful rivalry and selfish ambition; to return to the principles on which the government was founded by adhering to the doctrine of equal rights and equal chances to all and special privileges to none; to educate and commingle with those of the same calling to the end that country life may become less lonely and more social; to assist the weak with the strength of the strong, thereby rendering the whole body more able to resist; and to bequeath to posterity conditions that will enable them, as honest, intelligent, industrious producers, to cope successfully with the exploiting class of middlemen.

Source: *Forum*, November 1890.

READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Gladden, what is the chief contribution of the farmer to the United States?

2. What are some of the causes of the farmer's problems that Gladden identifies?

3. What is the main purpose of the new Farmer's Alliance?

4. **Critical Thinking** What do you think Gladden means when he says "People cannot always be trusted to tell what ails them"?

★ **American Art and Music Activity 13**

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ **Thomas Eakins** ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

In a time when so many artists studied abroad to learn the style of the great European masters and to follow in their footsteps, Thomas Eakins stood apart. As a man and as an artist, he remained grounded in his American heritage.

Born in Philadelphia in 1844, Thomas Eakins was to spend almost all of his life in the City of Brotherly Love. In 1862, he began his study of art at the Pennsylvania Academy, where he became obsessed with mastering the painting of the human form. This was so important to him, so fundamental to his painting, that he enrolled in an anatomy course at a local medical college.

Between 1866 and 1870, Eakins went to Paris and Spain to study painting, particularly the use of color and the importance of brush strokes. He learned his lessons well. Upon his return to Philadelphia, he began to paint pictures that appeared unconventional to many critics. Eakins loved outdoor activities, and his subjects often included people hunting, rowing, sailing, playing baseball, or even boxing. Eakins disliked the idealized style and subject matter of many of his contemporaries, and he chose instead to portray American life as realistically as possible.

One of Eakins's most controversial paintings, titled *The Gross Clinic*, is an extremely realistic composition. The subject for the



Sailboats Racing on the Delaware by Thomas Eakins

(continued)



painting is an operation being performed by Dr. Samuel David Gross, a prominent Philadelphia surgeon. In the painting, the operation is shown in graphic detail. Never before had such a subject been painted by an American artist, and the public response was not favorable. In fact, objection to the painting was so strong that its exhibition was prohibited during the Philadelphia Centennial of 1876.

During the 1880s and 1890s, Eakins turned to portraiture, still using the realistic qualities of his earlier work. To aid him in his pursuit of realism, the artist used photographs of his sub-

jects to develop the detail in each painting. As a result, his works developed an increasingly realistic style.

Because Eakins's painting did not sell well, he turned to teaching to support himself. His students, however, recognized the greatness of his work—his use of rich color and his fine style of painting. We too can appreciate his eye for detail and his preference for American over European subjects. Thomas Eakins inspired a whole new trend in realism, but he also should be remembered as an American painter who painted the American subject, prizefighter and all.

1. How did Eakins's time at the Pennsylvania Academy influence his future work?

2. What types of "unconventional" paintings did Eakins produce after returning from Europe?

3. Why was the painting *The Gross Clinic* so controversial?

Critical Thinking ★

4. **Synthesizing Information** Why do you think Thomas Eakins's art never sold well during his lifetime?

5. **Evaluating Information** How was Eakins different from his contemporaries in his choice of subjects for his paintings?

INTERPRETING POLITICAL CARTOONS



Activity 13

A NATION OF IMMIGRANTS: A CARTOONIST ON CHANGING TIMES

Joseph Keppler was a cartoonist for the magazine *Puck*. Keppler was the second-most famous cartoonist of his time, after Thomas Nast. Like Nast, Keppler immigrated to the United States. The issue of immigration, therefore, was close to his heart. Here are two views of immigration drawn by Keppler during different time periods. The top cartoon was drawn in the early 1880s, and the bottom cartoon was drawn in the 1890s.

Directions: Study the cartoons below, and then answer the questions that follow.



Library of Congress

“WELCOME TO ALL”



Culver Pictures, Inc.

(continued)

ANALYZING THE CARTOON ACTIVITY 13 *(continued)*

1. In the top cartoon, who is the person on the left? How do you know? Who are the people facing him?

2. Who is greeting the immigrant in the bottom cartoon? How are they greeting him?

3. What do the shadows in the bottom cartoon's background symbolize?

CRITICAL THINKING

4. **Detecting Bias** Stereotypes are exaggerations that make the false assumption that all members of a group have the same characteristics. These characteristics can be physical or part of behavior. How does this cartoonist use stereotypes?

5. **Identifying the Main Idea** The title of the top cartoon is "Welcome to All." Write a title for the bottom cartoon.

6. **Making Inferences** What has happened between the first cartoon and the second cartoon that accounts for the difference in the portrayal and reception of the immigrants?

7. **Making Inferences** Do you think that Keppler's views about immigrants changed from the time he drew the first cartoon to the time he drew the second cartoon? Explain your answer.

★ Reteaching Activity 13

Urban America, 1865–1896

Rapid post-Civil War industrialization attracted large numbers of European and Asian immigrants to leave their lands in search of better lives. Unlike earlier immigrants, most newcomers settled in America's cities to work in factories. Urban populations grew so quickly that cities could not provide adequate services. Both politically minded party bosses and more sincere reformers stepped in to try to address the plight of city dwellers.

DIRECTIONS: Read each statement below. Select from the list the group or individual who could have spoken each statement and write the letters in the appropriate blanks.

- | | | |
|----------------------------------|----------------------------|----------------------------------|
| A. European immigrant | E. Party boss | I. Naturalist writer |
| B. Asian immigrant | F. Social Darwinist | J. Social Gospel reformer |
| C. African American | G. Nativist | K. Booker T. Washington |
| D. Middle-class gentility | H. Realist | L. Andrew Carnegie |

- _____ 1. "His plight was largely due to circumstances beyond his control."
- _____ 2. "I endured the discomfort of steerage passage and the humiliation of processing at Ellis Island for the privilege of working long hours for low wages in a city factory."
- _____ 3. "'Survival of the fittest' applies to society as well as to biological evolution."
- _____ 4. "Every American should have access to libraries, so I will help make it possible."
- _____ 5. "I migrated North hoping to escape the oppression I experienced in the South."
- _____ 6. "I portray people in art and literature as they really are, not as they wish to be."
- _____ 7. "With the new commuter lines, I can work in the city and live in the suburbs."
- _____ 8. "Participating in social reform will enable me to achieve salvation."
- _____ 9. "While waiting to hear my fate, I wrote poetry on the walls of the detention barracks on Angel Island."
- _____ 10. "Believing education is the ticket to social equality, I founded the Tuskegee Institute."
- _____ 11. "We have to put strict limits on immigration! These European anarchists, Catholics, and Chinese laborers will ruin the country and take away our jobs!"
- _____ 12. "Let me help you get what you need. Just remember to vote for me on election day!"

- 13. Critical Thinking** Select one of the following current urban problems and describe what you think are two possible solutions to that problem: crime, gang violence, substance abuse, dangerous public housing projects, decaying infrastructure (water, sewer, power lines), traffic congestion, failing public schools, and racial tension.

★ Enrichment Activity 13



Cartooning for Justice

Thomas Nast's attacks on the Tweed Ring in the pages of *Harper's Weekly* contributed most to Nast's fame as a political cartoonist. As head of the New York Commission of Public Works, "Boss" Tweed gave contracts to his cronies in return for "kickbacks." An audit of a city account later disclosed that Tweed's gang stole \$200 million from New York's citizens. Among the gang's notorious tactics in draining the city's funds were billing the city \$50,000 a day for a

plasterer's wages and charging \$180,000 for three tables and forty chairs. Tweed attempted to use bribery to "silence" cartoonist Nast, but his tactics were unsuccessful. Tweed and his cronies were ultimately convicted and forced from office. Tweed was sentenced to a one-year jail term, but his unsavory saga did not conclude there. Tweed fled to Spain and attempted to hide out there. However, he was eventually extradited and imprisoned.

DIRECTIONS: Examine the two cartoons depicting Boss Tweed, and then answer the questions that follow.



Thomas Nast, *Harper's Weekly*, September 16, 1871.



Thomas Nast, *Harper's Weekly*, January 6, 1872.

★ Enrichment Activity 13 (continued)★



1. Who are the three figures in the cartoon on the right? What is the center figure doing?

2. Why has Nast drawn the figures in this cartoon of such differing sizes?

3. What actions do the two frames of the cartoon on the left depict?

4. What are the woman, child, and baby in frame two suffering from, and who might they be?

5. Why might Nast have labeled the two frames of the cartoon WHOLESALÉ and RETAIL?

6. Why might cartoons like these have prompted Tweed to say, "I don't care a straw for your newspaper articles; my people don't know how to read, but they can't help seeing them . . . pictures"?

7. **GO A STEP FURTHER** ► Find a political cartoon in a recent newspaper. Interpret the meaning of the cartoon. Find newspaper articles about the event being portrayed in the cartoon. Do you agree or disagree with the cartoon? Why?

The American Vision

Chapter 13 **Section Resources**

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★ **Guided Reading Activity 13-1**

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. Europeans Flood Into America

- A. By the 1890s, more than half of all immigrants in the United States were from _____ and _____ Europe.
- B. Many immigrants moved to avoid forced _____, which in some nations could last for many years.
- C. Jews living in Russia and the Austro-Hungarian Empire came to the United States to avoid _____.
- D. Most immigrants booked passage in _____, the cheapest accommodations on a steamship.
- E. How well immigrants adjusted depended partly on how quickly they learned _____ and adapted to American _____.

II. Asian Immigration

- A. In the mid-1800s, the population of China was approximately _____.
- B. The _____ in China caused such death and suffering that thousands of Chinese left for the United States.
- C. In January 1910, California opened a barracks on _____ to accommodate Asian immigrants.

III. Nativism Resurges

- A. In the late 1800s, anti-immigrant feelings were largely directed against _____, _____, and _____.
- B. Some native-born Americans feared the influx of _____ into the mostly Protestant United States.
- C. Many _____ also opposed immigration, arguing that immigrants would work for low wages or accept work as _____.
- D. The Workingman's Party of California was organized to _____.

★ **Guided Reading Activity 13-2**

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What was the number of United States cities in 1840? _____
What had this number grown to by 1900? _____
2. What did most of the immigrants in the late 1800s lack? _____

3. What did cities have to offer that the rural areas did not? _____

4. What gave city landowners the incentive to grow upward rather than outward? _____

5. Who contributed to the design of skyscrapers? _____

6. What type of mass transit was first used in San Francisco? _____

7. Who was included in America's rising middle class? _____

8. What were the living conditions of the working class? _____

9. What threats were presented by city living, especially for the working poor? _____

10. What happened to the murder rate between 1880 and 1900? _____

11. What did Jacob Riis accuse of causing poverty, corruption, and suffering? _____

12. What was a political machine? _____

13. What was an example of outright fraud among party bosses? _____

14. What organization was headed by William "Boss" Tweed? _____

15. What were two benefits of political machines, according to their defenders? _____

★ **Guided Reading Activity 13-3**

DIRECTIONS: Recording Who, What, When, Where, Why and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **Who** wrote more than one hundred books expressing the idea of individualism in American society? _____
2. **What** was the catchphrase for the concept of Social Darwinism? _____
3. **Why** did Andrew Carnegie donate millions of dollars for philanthropy? _____
4. **Who** was considered to be an incomparable genius for works such as *The Adventures of Huckleberry Finn*? _____
5. **Where** could people go to find free toilets and water for their horses? _____
6. **Why** did outdoor games such as tennis and golf become popular in the late 1800s? _____
7. **What** term was used to describe government jobs that were handed out after an election victory? _____
8. **Why** was President James A. Garfield shot and killed in 1881? _____
9. **What** were the names of two opposing groups within the Republican Party over the system of patronage? _____
10. **Who** became known as the "Mugwumps"? _____
11. **How** were corporations such as Standard Oil able to negotiate rebates from the railroads? _____
12. **What** were the weaknesses of the Sherman Antitrust Act? _____
13. **When**, according to Edward Bellamy's *Looking Backward*, would society no longer have any crime, poverty, or politics? _____
14. **What** services were available to immigrants at a settlement house? _____
15. **What** workplace habits did grammar schools promote to children? _____

★ Guided Reading Activity 13-4

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Populism was a movement to increase farmers' _____ and to work for _____ in their interest.
2. One specific problem that greatly concerned farmers was the nation's _____.
3. To help finance the Union war effort, the United States issued millions of dollars in _____, which could not be exchanged for _____ or _____ coins.
4. A rapid increase in the money supply without an increase in goods for sale caused _____, which is a decline in the value of money.
5. Realizing that their problems were caused by a _____, many farmers concluded that _____ had pressured Congress into reducing the money supply.
6. Some people, particularly those living in _____, wanted the government to _____.
7. _____ pooled farmers' crops and held them off the market in order to _____.
8. In *Wabash v. Illinois*, the Supreme Court ruled that states could not regulate _____.
9. The exchanges had success with _____ in Texas and _____ in Illinois.
10. A plan by Charles Macune called for farmers to store their crops in government warehouses called _____.
11. Populists who attended the Omaha convention called for federal ownership of _____ and a graduated _____.
12. Both the _____ and the _____ nominated William Jennings Bryan for president in 1896.
13. William McKinley's personal reputation helped to improve the Republican Party's image with _____ and _____.
14. Although the Populist Party began to decline after 1896, some of the _____ they favored did come about in later decades.

★ **Guided Reading Activity 13-5**

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Resistance and Repression

- A. _____ organized a mass migration of African Americans from the rural South to _____.
- B. Many African American farmers joined the _____ when it was formed in 1891.
- C. Democratic leaders warned that _____ would return the South to _____ rule similar to Reconstruction.

II. Imposing Segregation

- A. A movement to diminish the _____ of African Americans gained momentum at the end of the nineteenth century.
- B. Two methods that Mississippi used to deny the vote to African Americans were _____ and _____.
- C. The _____ was introduced in order to exempt whites from voting restrictions such as literacy tests.
- D. The statutes enforcing segregation were known as _____.
- E. In 1883, the Supreme Court ruled that private businesses—such as _____, _____, and _____—were free to practice segregation.
- F. The Supreme Court's ruling in _____ established the legal basis for discrimination in the South for more than _____ years.

III. The African American Response

- A. In 1895, a book published by _____ denounced mob violence and demanded _____ for those accused of a crime.
- B. In an address known as the _____, Booker T. Washington urged African Americans to concentrate on preparing themselves _____ and _____ for full equality.
- C. Washington's views were challenged by _____, who was particularly concerned with protecting and exercising _____.

Answer Key



GEOGRAPHY AND HISTORY ACTIVITY 4

1. *Ethnic* describes a group of people with common customs, characteristics, and language. An *enclave* describes a small country or territory within another country or territory. When people keep their customs and language from another country within a neighborhood, it is as though a small foreign city exists within a larger city. These communities are referred to as ethnic enclaves.
2. The table shows that the most Russians entered the United States during the years 1900–1909.
3. Many of the immigrants were poor, so they could not afford to live in a better location. They moved to industrial areas where they could find jobs. Also, they settled in the areas where people from their homeland already lived.
4. The Chinese and French Canadians came to the United States in large numbers between 1860 and 1880.
5. Answers will vary. Either through personal experience or media, most students will have heard of ethnic enclave names such as Chinatown or Little Italy.
6. During the 1860s, the Civil War was taking place. This most likely played a significant role in the decline in immigration.

ECONOMICS AND HISTORY ACTIVITY 4

1. Laissez-faire economics is the notion that governments should not interfere in the economy except to protect property rights and maintain peace.
2. Mercantilism encouraged nations to export more than they imported. Laissez-faire challenged this idea, suggesting that trade can benefit both nations that participate.
3. Workers had to endure bad conditions and risked being fired if they complained. As a result of this, the union movement arose.
4. The government raised most of its money through tariffs on foreign goods.
5. In a laissez-faire economy, the government places little or no regulation on industry, keeps taxes low, and allows free trade to take place.
6. Answers will vary. Students who agree with Sumner may point to the government's intervention in favor of wealthy corporations. Students who disagree may point out that other government policies were in line with the principles of laissez-faire economics.

HISTORY SIMULATIONS AND PROBLEM SOLVING ACTIVITY 4

Answers to Simulation Sheet 1

1. Problems included poor working conditions for industrial laborers, poverty in urban areas, and discrimination and disenfranchisement for African Americans in the South.
2. Unions organized to help solve labor problems. Organizations like Hull House worked to help poor Americans in cities. Activists like Ida B. Wells, Booker T. Washington, and W.E.B Du Bois used various methods to fight racial prejudice.

Answers to Simulation Sheet 2

- 1–7. Answers will vary depending on the reform organizations that students create.

AMERICAN LITERATURE READINGS 4

“The Luck of Roaring Camp”

1. Based on the definition of local color given in the introduction, examples are seen in the detailed description of the camp, the appearance of the men, their dialect, and the gifts they leave Tommy Luck at his birth and while he is with them as they are working.
2. The men are “roughs”—gamblers, hot heads, seekers of gold, thieves, and probably killers. Harte first names them as “roughs,” then describes them as having fingers, toes, eyes, and ears missing or damaged, which indicates they have seen violent days. The camp is a gold mining

Answer Key



(river) camp—a hard life in itself. The gifts the men leave when Tommy Luck is born indicate a varied background, indicating thievery (the silver teaspoon) and probably flight from the law (the £5 note from the Bank of England).

3. Having a baby in the camp brought out compassion, tenderness, and awareness of other human beings in the rough men, and, as Harte says, they began to see beauty around them as they looked for little gifts to please Tommy. This picture implies that all human beings have the capacity for a better nature.
4. If Tommy Luck had not been born, the men probably would have continued in their rough ways. After Tommy's death, some of the men may have changed for the worse, having become bitter that something bad had happened to someone they loved. Others, though, may have been completely changed for the better by the love they learned at Roaring Camp.

“The School Days of an Indian Girl (The Cutting of My Long Hair)”

1. Having one's hair cut was a sign of defeat and cowardice among Native Americans.
2. Accustomed only to sounds of nature, Zitkala-Sa describes how harsh the noise of the mission was on her ears (hard-soled shoes on wooden floors, bells, a language she did not know); how cold she was because her blanket had been taken away; and how she was hunted down, tied to a chair and shorn of her long hair—a deep humiliation.
3. Students' answers may vary. The administrators of the Quaker school and all other schools and government agencies probably believed assimilation of the Native Americans into the now-dominant white culture would help the Native Americans survive and perhaps be happy. Conversion to Christianity, the preferred religion, was paramount.
4. Students' answers may vary. For those

arguing that Quakers and others had a valid reason for forcing the Native Americans into mainstream white ways, reasons might be that the Native Americans had been defeated in every way and that adoption of the new majority's ways would be the only way they could survive. For those arguing that Quakers and others should not have interfered, reasons might be that each culture is valuable in and of itself and should be left alone or helped to prosper naturally.

“All Right! Hurry Up!”

1. A polyglot is someone who speaks or writes several languages. The word is from the Greek language. *Poly* means many; *glott* means language. Ellis Island was the receiving point for all European immigrants into New York City for many years. The person mentioned, then, is someone who goes to Ellis Island and talks with the arrivals from many countries.
2. The young Czech tells his sister that she must learn English quickly in order to be accepted by Americans. His instruction is humorous because he includes slang terms rather than standard usage.
3. The main idea in both stories is the desire of the immigrants to become part of the “American” culture; that is, to assimilate. Only through blending in could immigrants move forward with their lives.
4. Although her father dresses Margiola like an American girl and changes her name, she, for a while, will still speak only Romanian and behave in ways characteristic of Romanian children.

READING SKILLS ACTIVITY 11

Practicing the Skill

1. Main idea: After early success, farming in the Wheat Belt became difficult, and farms failed.
2. Details: A drought struck, a glut of wheat caused prices to drop, farmers lost their land.

Answer Key



Applying the Skill

Answers will vary. Students' paragraphs should have a clear main idea that is supported by details. Partners should be able to identify the main idea in each other's paragraphs.

HISTORICAL ANALYSIS SKILLS ACTIVITY 11

Practicing the Skill

1. The map shows the locations of railway lines and cattle trails between 1848 and 1890.
2. Chicago
3. the Sedalia Trail; Sedalia, Missouri
4. Denver, Cheyenne, Leadville; these cities are located near the end of the trail. Cattle were also shipped to more distant cities via railroads.

Applying the Skill

Answers will vary. Students should be able to discuss what information they have found on their maps.

DIFFERENTIATED INSTRUCTION ACTIVITY 11

1. The Native Americans were drawn into wars with white settlers over land that was taken from them because it contained gold and silver.
2. The main factor was the discovery of precious metals. This was common to other western states, such as Colorado.

ENGLISH LEARNER ACTIVITY 11

A. Pre-Reading Activity

1. Some Spanish Californians worked as vaqueros, teaching other cowboys their methods for herding cattle. Many names of places and words came from Spanish, as well.
2. Answers will vary. Answers may include ethnic festivals and parades, speaking other languages, making certain foods, and so on.

C. Word Building Activity

- | | |
|-----------|------------|
| 1. loyal | 4. founded |
| 2. heroic | 5. saints |
| 3. honor | |

D. Language and Study Activity

1. C
2. I; *the citizen votes* or *the citizens vote*
3. C
4. I; *the founder declares* or *the founders declare*
5. I; *the saints are* or *the saint is*
6. C
7. I; *the vaqueros live* or *the vaquero lives*
8. C

CONTENT VOCABULARY ACTIVITY 11

1. barrios
2. nomad
3. Vigilance
4. open range
5. assimilate
6. annuity
7. hacienda
8. allotment
9. long drive
10. Hydraulic mining
11. Answers will vary. Each answer should display a working understanding of the terms given.

Answer Key



ACADEMIC VOCABULARY ACTIVITY 11

A. Word Meaning Activity

- | | |
|----------------|------------------|
| 1. ensure | 5. approximately |
| 2. prospective | 6. prior |
| 3. relocate | 7. innovation |
| 4. extract | 8. adapt |

Test Your Knowledge

- | | |
|------|-------|
| 1. b | 6. c |
| 2. b | 7. c |
| 3. a | 8. a |
| 4. b | 9. b |
| 5. a | 10. c |

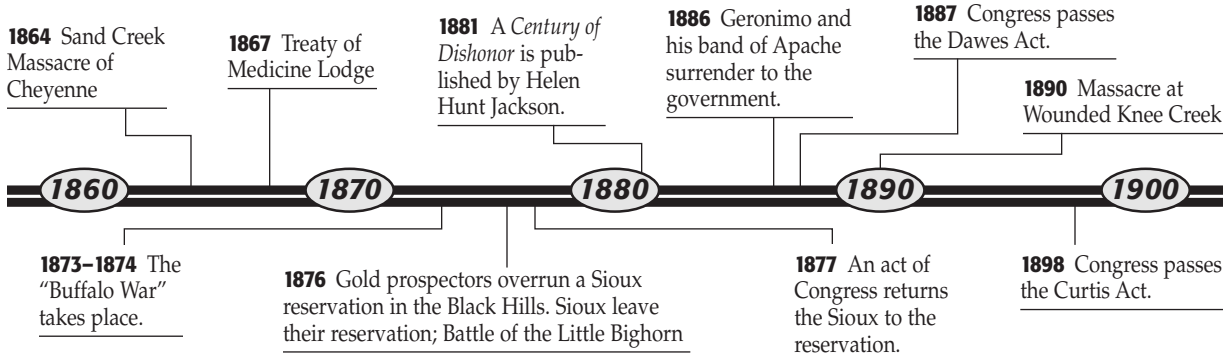
CRITICAL THINKING SKILLS ACTIVITY 11

- Both describe parts of the Battle of Little Bighorn. However, the first is from the

point of view of a Native American Chief who participated in the battle, while the second is an account based on other sources.

- The first source is critical of Custer.
- The second source is more objective, stating that it is impossible to know exactly what happened due to a lack of first-hand accounts. The second account also does not judge any of the participants.
- Answers may vary. On the one hand, the first account provides eye-witness testimony. However, it is from a source that might be biased. The second account gives a more objective viewpoint, and might be considered more accurate because of this.

TIME LINE ACTIVITY 11



LINKING PAST AND PRESENT ACTIVITY 11

- Today's methods for extracting gold, as in the mid-1800s, take advantage of the weight of gold relative to its lighter surrounding materials. Although today's methods involve more advanced technology, they still use forms of sluicing and hydraulics that allow gold to settle to the bottom of a container, while washing away the debris. Mines today depend more on machines and less on the hand labor used by the early prospectors. Miners both now and then also used explosives to dislodge the ore, but mod-

ern explosives are different from the prospectors' dynamite.

- The early miners discovered that to extract more gold, they had to move more material through the system than they could process with their pans. Sluice boxes allowed miners to put more material into the system, and the flowing water did the "panning" for them. The result was the ability to process more in less time. Dredging improved mining in the same way. The continuous scooping and dumping of the buckets kept more materials flowing quickly through the system.

Answer Key



3. Restoring the land is a major expense for mining companies. If not required to do so, most would probably just strip the land and move on, as they once did, leaving behind gaping holes and exposing the land to erosion. Mining usually strips away trees, plants, and fertile topsoil. By planning ahead, mining companies can set up storage for the topsoil they remove, so that they can put it back later and replant it. Their plans can also include building structures to control erosion during operations and steps to minimize water pollution.

PRIMARY SOURCE READING 11-1

1. The basic categories were respect and disrespect.
2. The rule was that thought should come before speech, which is why the Lakota were restrained in speech and respected silence.
3. Strangers were shown hospitality and respect if they announced themselves as strangers and explained their reason for coming to the village.
4. A Lakota sat on the earth to feel its mothering, life-giving powers, to think and feel more intensely, to see more into life's mysteries, and to draw closer to a sense of kinship with all living things.
5. Answers may vary. The primary reason was likely to be ignorance of the Lakota culture and customs.

PRIMARY SOURCE READING 11-2

1. According to Custer, the Indian is a "savage in every sense of the word."
2. The Indians are more "cruel and ferocious" than any wild beast of the desert.
3. He believes that the Indians give the false impression that they will live in peace as long as they are given territory to roam and allowed to maintain their traditions and culture.
4. Answers will vary. In the opening paragraph, Custer says the Indian's nature is

crueler and more ferocious than a wild beast, but in the final paragraph he says it is wrong to think that Indians do not have human qualities that give them rights and privileges. Custer also seems to contradict himself in the first paragraph when he says that Indians have a cruel nature, but then implies their nature has a lot to do with nurture, or how they are brought up. He also may contradict himself when he says that the Indian has human qualities but, in contrast, has always been uncivilized.

AMERICAN ART AND MUSIC ACTIVITY 11

1. After the Civil War, Jackson went west to seek his fortune in the silver mines of Montana. Instead, he found himself in California and then in Omaha, Nebraska, where he set up a photography studio.
2. Jackson's photographs of the West and of Native Americans gave Americans a sense of the vastness and the character of the West. His photographs captured the image of the West in close detail as well as in grand dimension.
3. The dry plate allowed for unprepared shots. The solution was allowed to dry on the plate, and the plate could be stored for later use. Also, Kodak introduced flexible film and smaller cameras.
4. Americans were impressed by Jackson's photographs of the Yellowstone area, and this led Congress to protect the natural beauty of this land by designating it a national park.
5. Answers will vary but should note that the beauty of Jackson's photographs may have influenced people to move from the crowded East Coast to the open expanses of the West.

INTERPRETING POLITICAL CARTOONS 11

1. The features of the men at "The Polls" are exaggerated to show Nast's distaste for them. They are depicted as ugly, ignorant, and greedy.

Answer Key



- The words “The Polls” indicate that this is a voting station.
- The man in the middle represents the United States government. The government is made out to be a bully by being shown as a policeman ordering an innocent person to not loiter.
- By emphasizing that the men in the background are *naturalized* while the person being ordered to move on is *native*, Nast reminds the viewer that the Native Americans were here before the Europeans and Africans, all of whom are able to vote. Nast’s point is that if the naturalized can vote, surely the natives here before them should be able to.
- Answers will vary. Some may say “the policeman” because he is in the center and is speaking the cartoon’s caption. Others will say “the Native American” because he is drawn with the greatest contrast and has a dramatic posture.
- Answers will vary. The problems Nast is addressing are prejudice, the unjust withholding of rights, or the unlawful removal of Native Americans from their lands. The questions that students create will vary but should be general enough so that they can be asked of all three groups. The answers will vary but should indicate the root cause of the problems Nast is portraying, which is the removal of Native Americans from their lands and their being denied the basic rights other Americans have.
- From Nast’s cartoons against prejudice and for equality, we can safely predict that he would have supported the civil rights era struggles.
- Site where precious metals were discovered that drew hordes of miners, creating a boomtown.
- Mining towns that became ghost towns after the mines were exhausted. The cycle was repeated frequently in the West.
- Type of cattle that could easily survive the harsh climate of the Great Plains.

Farmers

- During the 1880s, an area extending from the eastern edge of the Great Plains to the Dakotas, western Nebraska, and Kansas where wheat was the main cash crop.
- The government-sponsored settlement of the Great Plains. For a \$10 fee, a homesteader could receive title to up to 160 acres after living there for five years.
- Huge, profitable wheat farms in the Great Plains. Many bonanza farmers formed companies, invested in property and equipment, and hired laborers.
- Nickname given to many Great Plains farmers who practiced dry farming.

Native Americans

- Plains Indians who roamed vast distances following the buffalo, their main source of food.
- Act passed in 1887 in order to encourage assimilation of Native Americans into American society. It allotted reservation land to all members and sold the rest to white settlers, putting the proceeds into a trust for Native Americans.
- Site of meeting between federal officials and Native American leaders to force them to sign treaties. The treaties moved them to confined reservations in exchange for food, housing, and other assistance.
- Place where Native Americans supporters of Sitting Bull engaged in a murderous battle with soldiers who had come to arrest the chief.

RETEACHING ACTIVITY 11

Answers will vary, but should include some of the following points.

Miners/Ranchers

- Route from Texas to Abilene, Kansas, that became the major cattle drive route north.

Answer Key



- 13.** Answers will vary widely. If students need prompting, suggest they consider the destruction of the rain forest, use of fossil fuels, the boom and bust of Internet companies and Nasdaq stocks, suburban sprawl's consumption of rural tracts, or the exodus of American companies to countries with cheaper labor pools.

ENRICHMENT ACTIVITY 11

1. Custer views Native Americans as savages whose cruel nature exceeds that of wild beasts.
2. The President views Native Americans with some respect and some disdain. He acknowledges that most of the injustices done to them are the fault of whites who broke promises and treated Native Americans unfairly.
3. He wants them to break with their ancestral culture and assimilate into American society.
4. Students' responses will vary but may include that although President Hayes respected Native Americans, he did not respect their culture. He wanted Native Americans to assimilate into the white culture, forsaking their own. Hayes, unlike Custer, who hated Native Americans and who thought of them as savages, felt sorry for Native Americans, but his goals would also destroy them.

GUIDED READING ACTIVITY 11-1

1. Henry Comstock
2. a few hundred; 30,000
3. vigilance committees
4. boom and bust
5. Colorado; Arizona; Dakotas; Montana
6. Leadville
7. placer mining
8. hydraulic mining

9. Great Plains
10. longhorn
11. federal government
12. open range
13. Sedalia, Missouri; 10 times
14. 1.5 million; Chisholm Trail
15. Vaqueros
16. Hispanics
17. barrios

GUIDED READING ACTIVITY 11-2

I. The Beginnings of Settlement

- A. Rocky Mountains; Dakotas; Texas
- B. buffalo
- C. Homestead Act
- D. 160; title
- E. sod

II. The Wheat Belt

- A. dry farming
- B. Sodbusters
- C. mechanical reapers; steam tractors
- D. Dakotas; Nebraska; Kansas
- E. bonanza farms
- F. mortgaging
- G. there was no longer a true frontier left in America
- H. "safety valve of social discontent"

GUIDED READING ACTIVITY 11-3

1. as nomads who followed their main food source, the buffalo
2. Native Americans were harmed by deprivation of hunting grounds, broken treaties, and forced relocation to new territory.
3. The Dakota Sioux agreed to live on a small reservation in exchange for annual payments, or annuities, from the federal government.
4. The funds got caught up in bureaucracy and corruption, and never reached the Dakota Sioux.

Answer Key



5. There was poverty and starvation among the Dakota Sioux in 1862.
6. Red Cloud, Crazy Horse, and Sitting Bull
7. He tricked the fort's commander to send soldiers after what they thought was a small raiding party, when there were actually hundreds of warriors waiting in ambush.
8. As more settlers came onto the land, Native Americans began raiding wagon trains and stealing cattle and horses from ranches.
9. It proposed the creation of two large reservations on the Plains, one for the Sioux and another for southern Plains tribes. The federal government would then run the reservations.
10. poverty, despair, and corrupt trading practices
11. His death was portrayed as a massacre.
12. a Lakota ritual that celebrated a hoped-for day of reckoning
13. He was shot to death in an exchange of gunfire between his supporters and federal police who were trying to arrest him.
14. Native Americans would be given land for farming, and other lands would be sold to raise money for a trust fund for them.

READING SKILLS ACTIVITY 12

Practicing the Skill

1. Carnegie viewed the accumulation of wealth as an idol and had specific plans for preserving his character, including early retirement and continued learning.
2. Students' answers will vary. In general, they should discuss Carnegie's complex character, perhaps reading from the text to support their conclusions. Students should consider the higher aspects of

Carnegie's character and the seeming contradiction between this statement and his apparent materialism.

Applying the Skill

Answers will vary. Ask students to bring a copy of the news article they selected to class. Check to be sure they identified facts from the article. Also check to be sure students picked up on inferences in the article. Ask students what impact the inferences made when they read the article.

HISTORICAL ANALYSIS SKILLS ACTIVITY 12

Practicing the Skill

1. The map shows the different time zones in the U.S. in 1890.
2. It is latest in the Eastern Time Zone.
3. It would be 9:00 P.M. in New York.
4. Answers will vary. Other forms of travel, such as air travel, are made easier by standardized time. Phone calls and other forms of communication across time zones are easier if all participants know what time it is where they are calling.
5. Answers will vary. There would probably be problems with forms of transportation and communication between time zones.

Applying the Skill

Answers will vary. Generally, time zones in the United States have shifted westward over time. Their borders have also become more jagged as individual areas decide which time zone to be a part of. Students' answers should accurately identify the time zone their state is in and whether or not their state's time zone has changed.

DIFFERENTIATED INSTRUCTION ACTIVITY 12

1. The membership of the American Federation of Labor was generally more restrictive than that of the other unions

Answer Key



listed. Women, African Americans, and immigrants were generally not represented among the AFL's members because it admitted only skilled trade workers.

- Answers will vary. Students should provide an explanation of how the two unions are similar and different in the areas of membership, accomplishments, and the legacy left.

ENGLISH LEARNER ACTIVITY 12

A. Pre-Reading Activity

- Marx believed that capitalism caused a struggle between classes, and that eventually the working class would rise up and overthrow the capitalist system, creating a classless society.
- Workers today have a minimum wage and workers' compensation. Employers must follow rules about safe working conditions. Young children are not allowed to work. Some workers also have benefits and other protections. Many of these things are a result of legislation. However, some benefits are still negotiated by unions.

C. Reading Comprehension Activity

- rich and powerful
- fight against
- voting
- sometimes unavoidable
- supports

D. Word Building Activity

- substantially
- substantial
- stern
- sternly
- necessarily
- necessary
- desperate
- desperately

CONTENT VOCABULARY ACTIVITY 12

- | | |
|-------|-------|
| 1. Q | 12. T |
| 2. G | 13. L |
| 3. K | 14. I |
| 4. U | 15. O |
| 5. C | 16. V |
| 6. N | 17. E |
| 7. R | 18. S |
| 8. D | 19. P |
| 9. M | 20. F |
| 10. H | 21. A |
| 11. J | 22. B |

ACADEMIC VOCABULARY ACTIVITY 12

A. Word Meaning Activity

- buy
- timber
- raise
- harm
- more

Test Your Knowledge

- | | |
|------|-------|
| 1. d | 7. b |
| 2. b | 8. b |
| 3. a | 9. a |
| 4. f | 10. c |
| 5. c | 11. b |
| 6. e | |

REINFORCING SKILLS ACTIVITY 12

Practicing the Skill

- The graph shows the amount of steel produced in the United States between 1865 and 1900.
- The x-axis shows the year. The y-axis shows how many millions of tons of steel were produced.

Answer Key



3. The graph shows a slow upward trend until 1885. After this year the amount of steel produced rises sharply in each five-year period.
4. The amount was greater between 1890–1895. I can tell because the line of the graph rises more sharply between these years, showing that production rose more in this period than between 1880 and 1885.
5. Answers will vary. Students will probably predict that production will continue to rise quickly, continuing the trend that began in 1885. However, students should realize that an outcome predicted from the graph alone might not be accurate because outside factors not evident from the graph could affect production.

Applying the Skill

Students' graphs should correctly display the data they have collected. Students should be able to detect a general trend from the graph.

CRITICAL THINKING SKILLS ACTIVITY 12

1. Answers may vary but should focus on Gompers's desire to advance the cause of workers' rights, particularly in the area of increasing their wages.
2. Working people expect and deserve fair treatment (e.g., pay, benefits) from their employers, and their expectations will continue to grow and evolve.
3. Answers may vary. Most students will identify "We do want more" as the topic sentence.
4. Any two of the following support the topic sentence: "You will find that a man generally wants more." "Go and ask a tramp what he wants. . . ." "You ask a workingman, who is getting two dollars a day, and he will say that he wants ten cents more." "Ask a man who gets five dollars a day and he will want fifty cents

more." "The man who receives five thousand dollars a year. . . ."

TIME LINE ACTIVITY 12

1. Year: 1869;
Invention: electrical vote recorder
2. Year: 1871;
Invention: improved stock ticker
3. Year: 1876; Invention: electric pen
4. Year: 1877;
Invention: hand-cranked phonograph
5. Year: 1879;
Invention: carbon-filament light bulb
6. Year: 1887;
Invention: motor-driven phonograph
7. Year: 1893; Invention: kinoscope
8. Year: 1909;
Invention: alkaline storage battery

LINKING PAST AND PRESENT ACTIVITY 12

1. The transmission speed of early telephones was limited by the capacity of the wires. Today's technology overcame this limitation with fiber-optic cable and radio waves that can carry many more conversations at once. Another drawback of early phones was manual routing of calls, which was quite slow compared to today's automatic switching. Privacy was also an issue, with operators and party-line partners who could listen in at will. Finally, the reach of early phones was limited by the number of homes wired. Overseas calls were impossible at that time. Today cables run under the ocean, and satellites relay international calls from the sky.
2. The handset of a cordless phone transmits radio waves to the phone's base. From there, the message must follow the regular phone lines from the house to the switching center and on to the person you are calling. Therefore, a cordless phone must stay within a short distance of the base unit. Cellular phones are not tied to

Answer Key



your home phone lines. They transmit radio waves by way of a network of antenna transmitters located in different geographic areas, allowing you to use your phone as you travel in your car or anywhere that has a transmitter.

3. This combination device of the near-future will likely be able to do anything that the three component devices could do separately, plus much more. You will be able to talk to one person or several at a time through a microphone on your computer. The people you talk to will probably appear in live video on your computer screen, as you will on theirs, while you talk. You will be able to transmit pictures and documents to display on your receivers' screens as well, so that you can look at them together and discuss them. You will be able to share software applications simultaneously. Of course, your dream device will include the latest video games as well as hundreds of television and radio channels from which to choose.

PRIMARY SOURCE READING 12-1

1. He left because he could not make a living because of mechanization and because of the misery of the workers.
2. The duty is to change a system where a few prosper wildly while many are hungry and destitute.
3. He concludes that to have political freedom, a person needs economic freedom.
4. Answers will vary. He would likely conclude that these items, like the machinery, are harmful to workers.

PRIMARY SOURCE READING 12-2

1. The laws of supply and demand determine wages.
2. They were unaffected because their salaries were not reduced.

3. Profits are shared with the people who own the property—those with a stake in the company or a share in the corporation.
4. Pullman seems arrogant and unsympathetic to the situation of his workers. These traits are shown especially when he notes that the company did not reduce rents in its worker housing when it reduced wages and the matter-of-fact way he explains his company's policies.

AMERICAN ART AND MUSIC ACTIVITY 12

1. The work was the chapel created for the World's Columbian Exposition. It was a structure 39 feet long, 23 feet wide, and 24 feet high with elaborate stained glass windows.
2. Tiffany used colored pieces of glass to assemble a window, whereas those who practiced traditional methods painted on uncolored glass.
3. There are many examples of Tiffany designs because many were produced in factories for public consumption.
4. Tiffany's pieces incorporated both the mass production of factories with hand-painted detail that emphasized the artist's craft.
5. Sample answer: By designing everyday objects such as lamps with an eye toward creating something of beauty, Tiffany showed that useful objects could also function as serious works of art.

INTERPRETING POLITICAL CARTOONS ACTIVITY 12

1. The setting is the United States Senate.
2. The people in the front are United States senators. The people in the back represent the trusts.
3. The trusts are drawn huge and the senators small, indicating that the trusts have power over the senators.

Answer Key



4. The trusts are swollen and obese. Their huge bellies are labeled with the dollar sign. Their facial features are stern and forbidding.
5. The sign is an ironic comment on Lincoln's "government of the people, by the people, and for the people." The irony is in comparing the idealism of the Gettysburg Address with the sordid corruption of the trusts and their power over the Senate.
6. A sign over the doors calls it the "People's Entrance." It is barred, symbolizing that the people have been shut out and trusts have taken over.
7. The cartoonist appears to be attacking both parties. He shows senators on both sides of the aisle under the influence of the trusts.

RETEACHING ACTIVITY 12

1. Allowed a free enterprise system in which American industries developed rapidly with few government restraints and sometimes government support.
2. Railroads provided access to both distant sources of raw materials needed for industry and local markets for the products. They also stimulated economic expansion by serving as both major employers and consumers themselves. Large rail lines bought hundreds of unconnected smaller rail lines to create a more uniform railroad system. This consolidation of rail lines improved control of rail traffic. With consolidation arose the need for standardized time zones, which improved rail efficiency.
3. Through mass production, large factories could produce items more cheaply and efficiently than smaller companies. These large companies replaced the smaller companies, which could not compete with the lower prices.
4. By selling stock, corporations are able to raise investment capital while spreading

out financial risk. Investors, attracted by limited liability, provided the money businesses needed to expand into larger corporations. As corporations amassed wealth, they were able to weaken their competitors by temporarily slashing prices; they then bought out the weakened competitors. The monopolies that developed through buy-outs and mergers controlled prices and discouraged competition.

5. The centralized control of holding companies allowed large businesses to grow at the expense of smaller companies.
6. Companies maintained records called blacklists of previous employees who had been involved in union activity. A black-listed employee would have to change residence, occupation, or even his or her name in order to get another job. These lists helped corporations retain their power over labor unions.
7. Answers will vary widely. Students should name a recent invention or innovation and explain how it has affected the business world. Possible suggestions include the development of the computer; the cellular phone or pagers; the Internet and World Wide Web; e-mail, chat rooms, and instant messaging.

ENRICHMENT ACTIVITY 12

1. The best market for mail-order sales was in isolated rural areas, but geography separated the business from its best customers. To overcome this problem, Ward and Sears made heavy use of the railroad to ship their merchandise. Geography also prevented customers from personally examining the mail-order items they were considering for purchase. Ward and Sears overcame this obstacle by heavily illustrating their catalogs with pictures of merchandise and by providing money-back guarantees of customer satisfaction.
2. Many products not found in local general stores, or were too expensive there,

Answer Key



became available at affordable prices by mail-order. Catalogs entertained and enlightened the people of rural America. Rural children learned educational skills and about the material world from a Ward or Sears catalog. Rural adults had to get used to doing business over long distances with total strangers. Mail-order companies took great pains to assure rural customers that the company was their friend.

3. The advents of catalog companies and Internet shopping companies filled a need in American society. In Sears's and Ward's time, rural Americans needed material goods that were out of their reach either financially or because of transportation. In today's busy society, Internet shopping allows Americans to shop from home and save time. In both cases, consumers are buying from a retailer sight-unseen. Like Sears and Ward before them, Internet merchandisers do their best to let customers know who they are.
4. Students' advertisements will vary. Students should include wording that reassures the customer that orders will be delivered on time and explains how the company will handle returns.

GUIDED READING ACTIVITY 12-1

1. by the early 1900s
2. It was eight times larger.
3. Railroads took settlers and miners to the West, and shipped natural resources to the East.
4. kerosene
5. The growing population provided a large pool of workers, and it also caused increased demand for consumer goods.
6. over 17 million
7. the phonograph, the lightbulb, the electric generator, the battery, the dictaphone, and the motion picture

8. The Northrop automatic loom allowed cloth to be made at a faster rate than before, since bobbins could be changed without shutting down the loom.
9. from measurements taken from Civil War soldiers
10. Shoes were made more efficiently and inexpensively than they had been before. Cobblers had almost disappeared by 1900.
11. Supporters of laissez-faire believed that the government should only interfere in the economy to protect property rights and preserve peace. They also believed that government regulation hurt the economy more than it helped.
12. entrepreneurs
13. in the West
14. Europe was divided into different states, each with their own tariffs. The United States Constitution does not allow individual states to set tariffs, and government regulations on trade were few. The result was that the United States had more free trade than Europe.
15. They disagree with tariffs, since they make it harder to sell American goods.
16. Tariffs imposed by other nations made it harder for farmers to sell their goods overseas.

GUIDED READING ACTIVITY 12-2

1. Pacific Railway Act
2. Central Pacific; "the Big Four"
3. shortage of labor; China
4. steel; coal; timber
5. consolidation
6. sun's position in the sky at high noon
7. reliable; time zones
8. over 120 million

Answer Key



9. manipulating stock and/or being a corrupt railroad owner
10. Crédit Mobilier

GUIDED READING ACTIVITY 12-3

I. The Rise of Big Business

- A. States began passing general incorporation laws, allowing companies to become corporations and issue stock without having a charter from the legislature.
- B. Investing in technology, workforce, and machines through the sale of stock allowed large companies to increase their efficiency.
- C. Their operating costs were lower than their fixed costs.

II. Consolidating Industry

- A. Some companies formed pools, which were agreements to keep prices at a certain level.
- B. The pools interfered with both competition and property rights.
- C. Vertically integrated companies do not have to pay others for the goods they need. This allows these companies to save money and to grow bigger.
- D. Some people feared that monopolies could charge whatever they wanted for their product. Others felt that monopolies had to keep their prices lower to avoid competition.
- E. Large companies could set up trusts or holding companies.
- F. Department stores provided a large selection of goods in one place, and made shopping seem like an exciting experience.
- G. Chain stores are a group of retail outlets that are owned by the same company.
- H. Retailers issued large catalogs and sent them to customers through the mail.

GUIDED READING ACTIVITY 12-4

1. the standard of living
2. 22¢; 59 hours

3. higher wages; how they organized their time.
4. trade unions
5. all skilled and unskilled workers in a particular industry
6. lockout
7. “conspiracies in restraint of trade”
8. Great Railroad Strike
9. Knights of Labor
10. Arbitration
11. Haymarket riot; dangerous radicals
12. American Railway Union (ARU)
13. U.S. mail cars
14. Federation of Labor (AFL); Samuel Gompers
15. 18 percent
16. less than men

READING SKILLS ACTIVITY 13

Practicing the Skill

1. although — difference
2. still — similarity
3. though — difference
4. just as/instead of — similarity/difference

Applying the Skill

Students should underline signal words such as *like*, *same*, *still*, *at the same time*, *however*, *rather*, *although*, and *on the other hand*.

HISTORICAL ANALYSIS SKILLS ACTIVITY 13

Practicing the Skill

1. The map and chart show immigration patterns from 1870–1900, including the number of immigrants per world region, and the reasons for the migration.
2. During this period, most immigrants arrived from Europe.

Answer Key



3. Students should choose any three factors from the “push” and “pull” factor boxes.
4. “Old” immigrants came from northern and western Europe, while “new” immigrants arrived from southern and eastern Europe.

Applying the Skill

Answers will vary. Students should be able to describe how in the election of 2004, Senator John Kerry won the support of large blocks of states in the Northeast and far western portions of the country (*the “blue” states*), while President George W. Bush received his votes in the South and Midwest (*the “red” states*).

DIFFERENTIATED INSTRUCTION ACTIVITY 13

1. Answers will vary. Possible answer: On ship, they were grouped as first-class, second-class, and steerage passengers; they were also grouped as needing to be processed on Ellis Island and cleared to enter the country without going to Ellis Island. During the inspection process, they were grouped according to healthy or unhealthy; able to work or “liable to become a public charge;” men and families or unaccompanied women and children.
2. Answers will vary. Possible answer: Challenges: the crossing in steerage; the ferry to Ellis Island; the inspection process; Tragedies: being sent home, being separated from one’s family; Triumphs: passing the inspection process

ENGLISH LEARNER ACTIVITY 13

13-A

1. Answers will vary. Possible answers: to find more opportunities to work when economic conditions are difficult at home, avoid military service or discrimination, and to escape poverty or hunger.
2. Answers will vary. Possible answers: Travel would take much longer, condi-

tions may be crowded, may need to carry food along.

13-C

- | | |
|---------------|------------------|
| 1. immigrants | 5. disinfectants |
| 2. steerage | 6. kettles |
| 3. tongues | 7. steep |
| 4. slippery | 8. scattered |

13-D

1. G 2. C 3. F 4. A 5. D 6. E 7. B

CONTENT VOCABULARY ACTIVITY 13

- | | |
|------|-------|
| 1. B | 7. C |
| 2. C | 8. A |
| 3. C | 9. B |
| 4. A | 10. C |
| 5. A | 11. A |
| 6. C | |
12. Inflation is a decline in the value of money because of a rapid increase in the money supply without a corresponding increase in goods for sale; deflation is an increase in the value of money and a decrease in the general level of prices.
 13. Patronage refers to the power to reward supporters by giving them government jobs; civil service refers to a system where most government workers are given jobs based on their qualifications after taking a written examination.

ACADEMIC VOCABULARY ACTIVITY 13

13-A Vocabulary in Context

- | | |
|------|------|
| 1. B | 4. A |
| 2. A | 5. A |
| 3. C | 6. B |

Test Your Knowledge

1. adj. strategic
2. n. publisher adj. published

Answer Key



3. v. discriminate adj. discriminatory
4. n. settler, settlement
5. v. evolve adj. evolutionary
6. v. bond adj. bondable, bonded
7. v. incentivize adj. incentivized
8. n. trigger

Test Your Knowledge

9. G 10. I 11. A 12. H 13. C 14. B 15. E
16. D 17. F

REINFORCING SKILLS ACTIVITY 13

Practicing the Skill

1. The tables present the five states with the greatest number of manufacturing establishments in 1870 and the six states with the greatest number of foreign-born residents in 1870.
2. Students should note the fact that the five biggest manufacturing states have some of the largest foreign-born populations.
3. Students should speculate on the correlation between immigration and manufacturing, noting that many people came to this country to find opportunities to work.

Applying the Skill

Student surveys will vary. Students should generate two survey questions based on their initial assumptions about the correlation between two sets of facts. Students should generate accurate statistics and represent them appropriately. Conclusions should be based on students' statistics rather than on personal bias or assumption.

CRITICAL THINKING SKILLS ACTIVITY 13

1. The topic of the excerpts is equal rights for African Americans.

2. Both excerpts address the degree to which African Americans can and should expect to be treated equally in the United States. They differ sharply in their expectations, however. Washington argues for slow progress toward social equality, instead stressing economic independence. Hope demands immediate social and political equality.
3. Answers will vary. Many students will be drawn to Hope's views, but some may take a historical perspective and argue that, for the time, Washington's views were more pragmatic.

TIME LINE ACTIVITY 13

1. the passage of the 1882 law requiring inspections and banning persons who were convicts, mentally disabled, or unable to support themselves from entering the country
2. The Home Insurance Building was the first skyscraper. With the increasing price of land, this invention made it possible for cities to grow upwards instead of out.
3. Riis described urban settlement patterns in large city neighborhoods, such as New York and Chicago. Overcrowding in tenement buildings led to problems such as crime, disease, fire, and pollution.
4. Hull House was one of the first settlement houses, which provided medical care, classes, and recreational programs for the urban poor.
5. The subway system was designed to help solve urban traffic congestion and move people around the city more efficiently.

LINKING PAST AND PRESENT ACTIVITY 13

1. The French people gave the statue to the people of the United States as a gesture of friendship. The two countries had been allies during the American Revolution. Also, taking the analysis a bit further, the French and Americans both shared the ideal of liberty. The gift of the statue symbolized that shared ideal.

Answer Key



2. The uplifted, burning torch in the statue's right hand stands for liberty. It shines down on the seven spikes in her crown, representing the light of liberty shining over all seven seas and seven continents of the world. The tablet in her left arm bears the date July 4, 1776, the date of the Declaration of Independence, when the United States declared itself free of British rule. A broken chain, representing tyranny, lies at her feet, symbolizing escape from the bonds of unjust rule.
3. During World War I, the statue became a symbol for rallying Americans around the war effort. Use of the image on war bonds stirred patriotism and helped to sell the bonds to citizens. Many second-wave immigrants who arrived after World War II were "exiles," forced to leave their homelands by a harsh government, physical danger, or severe economic conditions, and they continue to come. Today many immigrants, desperate to escape severe conditions in Cuba or Haiti, flee in rickety boats. For these exiles, the Statue of Liberty probably feels symbolically like the "Mother of Exiles."

PRIMARY SOURCE READING 13-1

1. Plunkett says they have lost their patriotism. One young person who worked for the party ticket has become an anarchist; another has turned to drinking and smoking all day and talking about socialism.
2. Civil service reform came after Garfield's assassination by a disgruntled office seeker. It was intended to replace the spoils system with a system in which government workers were given jobs based on their qualifications.
3. The political machines provided jobs and other city services in exchange for votes and political support by the immigrants. Plunkett calls civil service a curse because it takes away their power to award jobs freely.

4. It would be likely to end the power of the political machines in large cities because they would be unable to deliver the votes.

PRIMARY SOURCE READING 13-2

1. The farmer produces the largest share of the national wealth.
2. Tenant farmers are going to the city to work as laborers, risking unemployment.
3. Its main purpose is to "better the condition of the farmers of America, mentally, morally, and financially."
4. Answers may vary. He means that other people with more knowledge may be better able to figure out what to do about the farmers' situation than the farmers can.

AMERICAN ART AND MUSIC ACTIVITY 13

1. While studying at the Pennsylvania Academy, Eakins became obsessed with mastering the painting of the human form. This was so important to him that he enrolled in an anatomy course at a local medical college.
2. Eakins painted pictures of people hunting, rowing, sailing, playing baseball, and boxing.
3. The subject of the painting, a graphic depiction of an operation being performed by Dr. Samuel Gross, had never before been painted by an American artist.
4. His paintings focused on controversial subjects, and the realistic qualities of his work incorporated a whole new style of painting.
5. He chose American subjects, everyday scenes, and some controversial subjects instead of idealized, traditional subject matter.

Answer Key



INTERPRETING POLITICAL CARTOONS ACTIVITY 13

1. The person at left is Uncle Sam. We know this from his hat, white goatee, and striped pants. The people on the right are immigrants.
2. Wealthy Americans are greeting the immigrant by telling him not to enter.
3. The shadows represent the poor immigrants that the wealthy people were when they first arrived in the country.
4. Keppler uses facial features that fit the stereotypes of what various nationalities look like. He also uses stereotypes involving the dress and occupations of the poor immigrants and the obesity of the wealthy.
5. Answers will vary but should reflect the fact that immigrants are not as welcome as they were at the time of the earlier cartoon.
6. Answers will vary but should reflect the fact that increasing immigration stirred a fearful or hypocritical reaction in those who were already established in the United States.
7. Keppler has not changed his views about immigration. He is commenting on a change in the national mood about immigration. The clearest evidence is the shadows in the bottom cartoon. Keppler uses them to criticize the hypocrisy of those keeping immigrants out.

RETEACHING ACTIVITY 13

- | | |
|------|-------|
| 1. I | 7. D |
| 2. A | 8. J |
| 3. F | 9. B |
| 4. L | 10. K |
| 5. C | 11. G |
| 6. H | 12. E |

13. Answers will vary based on the problem the student selects. Students should give two viable solutions to the problem.

ENRICHMENT ACTIVITY 13

1. Three men are standing in front of a prison. The jailer or police officer in the middle is holding a tiny prisoner while reaching up and attempting to grasp a giant, Tweed.
2. The criminal is tiny to show that he is a petty or small-time criminal. Tweed is shown as a giant because he has committed crimes on a huge scale. Nast is saying that it is easy to convict small-time criminals but difficult to catch crooks such as Tweed, who seem bigger than the law.
3. The first frame shows the Tweed Ring walking out of the New York City Treasury as police salute him. The second frame shows a bread thief being apprehended and beaten by police outside a bakery.
4. The characters are the thief's family. They are suffering from poverty and hunger.
5. The Tweed Ring, the "wholesalers," is stealing from the city on a huge scale, while the thief is stealing from a small shop out of hunger and poverty. Yet it is the petty thief who is apprehended.
6. Nast's cartoons, easily understood by the often-illiterate masses, threatened to turn the public against Tweed and his associates. The result could be loss of office and even imprisonment.
7. Students' answers will vary. Encourage them to provide reasons for their point of view.

GUIDED READING ACTIVITY 13-1

- I. **Europeans Flood into America**
 - A. eastern; southern
 - B. military service
 - C. religious persecution
 - D. steerage
 - E. English; culture

Answer Key



II. Asian Immigration

- A. 430 million
- B. Taiping Rebellion
- C. Angel Island

III. Nativism Resurges

- A. Asians; Jews; eastern Europeans
- B. Catholics
- C. labor unions; strikebreakers
- D. fight Chinese immigration

GUIDED READING ACTIVITY 13-2

1. 131; over 1,700
2. money and education
3. higher wages; bright lights; running water; modern plumbing; and attractions such as museums, libraries, and theaters
4. the rising price of land
5. Louis Sullivan
6. cable cars
7. doctors, lawyers, engineers, managers, social workers, architects, and teachers
8. they lived in dark and crowded multi-family apartments called tenements
9. the risks of crime, violence, fire, disease, and pollution
10. It jumped from 25 murders per million people to more than 100 murders per million people.
11. alcohol and/or saloons
12. an informal political group that provided services in exchange for votes
13. Party bosses accepted bribes from contractors, who were supposed to compete fairly to win contracts.
14. Tammany Hall, the Democratic political machine in New York City
15. the machines provided necessary services and helped to assimilate the urban masses

GUIDED READING ACTIVITY 13-3

1. Horatio Alger
2. "survival of the fittest"
3. he believed those that profited from society owed it something in return
4. Mark Twain or Samuel Clemens
5. saloons
6. because they involved physical exercise
7. the "spoils of office"
8. a job-seeker thought he would have a better chance of getting a job in the White House if Chester A. Arthur was president instead
9. Stalwarts (who supported the patronage system) and Halfbreeds (who opposed it)
10. Republicans who supported Grover Cleveland, a Democrat, for president
11. because they shipped a large volume of goods
12. it was vaguely worded, poorly enforced, and weakened by judicial interpretation
13. by the year 2000
14. medical care, English classes, kindergartens, and recreational programs
15. punctuality, neatness, and efficiency

GUIDED READING ACTIVITY 13-4

1. political power; legislation
2. money supply
3. greenbacks; gold; silver
4. inflation
5. shortage of currency; Eastern bankers
6. the West; mint silver coins
7. Cooperatives; force up prices
8. railroads or any commerce that crossed state lines
9. cotton prices; railroad rates

Answer Key



- 10. subtreasuries
- 11. railroads; income tax
- 12. Democrats; Populists
- 13. urban workers; immigrants
- 14. reforms

GUIDED READING ACTIVITY 13-5

I. Resistance and Repression

- A. Benjamin “Pap” Singleton; Kansas
- B. Populist Party
- C. Populism; “Black Republican”

II. Imposing Segregation

- A. civil rights
- B. poll taxes; literacy tests
- C. “grandfather clause”
- D. Jim Crow laws
- E. hotels; theaters; railroads
- F. *Plessy v. Ferguson*; 50

III. The African American Response

- A. Ida B. Wells; a fair trial by law
- B. Atlanta Compromise; educationally; vocationally
- C. W.E.B. DuBois; voting rights