

SECTION 2



▲ Workers in Armour's meatpacking house, Chicago, Illinois

WITNESS HISTORY AUDIO

The New Urban America

Chicago—with its enormous stockyards and packinghouses, railroad depots, and machine-making plants—symbolized the new urban America perhaps more than any other city. Chicago attracted waves of immigrants who filtered into the city's ever-expanding ethnic neighborhoods. The poet Carl Sandburg describes the city:

“Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation's
Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders. . . .
Come and show me another city with lifted head
singing so proud to be alive and coarse and strong
and cunning.”

—Carl Sandburg, “Chicago,”
from *Chicago Poems*, 1916

SECTION 2 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand the reasons that immigrants came to America.
- Explain the immigrants' experience upon arriving in the United States.
- Identify the changes that took place in cities of the late nineteenth century.
- Describe the urban middle class.

Immigration and Urbanization

Objectives

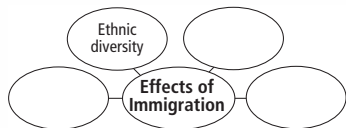
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Terms and People

Ellis Island suburb
Angel Island tenement

NoteTaking

Reading Skill: Understand Effects As you read the section, use a concept web to record the various effects of immigrants on American society.



Why It Matters “Give me your tired, your poor, your huddled masses yearning to breathe free,” Emma Lazarus wrote in the poem *The New Colossus* in 1883. But many Americans did not share her sentiments that the United States should welcome all newcomers. Instead, they feared that the waves of immigrants from Southern and Eastern Europe, as well as from Asia, posed a threat to their American way of life. They feared immigrants would take their jobs and undermine their culture. Today, however, nearly all acknowledge that these immigrants helped build America into one of the most powerful nations in the world. Lazarus's poem now appears at the main entrance to the Statue of Liberty, reflecting the nation's vision of itself as a refuge for the immigrants of the world. **Section Focus Question:** Why did immigrants come to the United States, and how did they impact society?

New Immigrants Come to America

Immigration is central to American history. In the 1840s and 1850s, millions of Europeans came to America, especially from Ireland and Germany. Between 1880 and 1920, the United States experienced a second, even larger, wave of immigration. From afar, these immigrants saw America in biblical terms, as a “land of milk and honey.” Yet upon arrival, some, because of the hardships they had to endure, cursed their new homeland as a place of tears.


Prepare to Read

Background Knowledge

Ask students to recall the growth of U.S. industry in the late 1800s. Ask them to predict how this growth might encourage immigration.

Set a Purpose

- **WITNESS HISTORY** Read the selection aloud, or play the audio.

 AUDIO **Witness History Audio CD,**
The New Urban America

Ask **In what terms does Sandburg describe Chicago?** (*He describes Chicago in terms of the types of jobs its citizens do.*) **What is the tone of this excerpt?** (*Sample answer: The tone is celebratory because it commemorates the diversity and strength of a growing city.*)

- **Focus** Point out the Section Focus Question, and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms and People.
- **NoteTaking** Using the Guided Questioning strategy (TE, p. T20), have students read this section. As they read, have students record the various effects of immigrants on American society. **Reading and Note Taking Study Guide**

Vocabulary Builder

Use the information below and the following resource to teach students the high-use word from this section. **Teaching Resources,** Vocabulary Builder, p. 11

High-Use Word

urban, p. 74

Definition and Sample Sentence

adj. of, relating to, or characteristic of a city
The **urban** roadways in our state are congested with traffic during rush hour.

Teach

New Immigrants Come to America

L3

Instruct

- **Introduce** Review with students the “push-and-pull” theory of immigration. Have students offer reasons that might *pull* people to a new country or might *push* them away.
- **Teach** Ask **Why did this new wave of immigrants seem more threatening to many Americans than had earlier immigrants?** (*The newer immigrants’ home countries were not those of most of the earlier immigrants. Many new immigrants did not speak English, and many practiced different religions.*) **Do you think “push” factors or “pull” factors were more important to immigrants at this time?** (*Sample answer: Pull factors were more important because the United States was very prosperous, and many people came for jobs and to improve their standard of living.*)
- **Quick Activity** Display Color Transparency: *New Immigrants*. Use the lesson suggested in the transparency book to lead a discussion about the countries of origin of the immigrants who came to America between 1880 and 1910. **Color Transparencies**

Independent Practice

Have students study the *Reading a Chart: Immigration, 1880–1920* worksheet, and tell them to answer the questions. **Teaching Resources, p. 33**

Monitor Progress

As students fill in their concept webs, circulate to make sure that they record effects, not causes. For a completed version of the concept web, see **Note Taking Transparencies, 83**

Answer

- ✓ Pre-Civil War immigrants came mostly from northern and western European countries. They were primarily Protestant, and most spoke English. Between 1880 and 1920, immigrants came primarily from Southern and Eastern Europe, were Catholic or Jewish, and often did not speak English.

New Immigrants Arrive From Many Lands Between 1880 and 1920, more than 18 million European immigrants poured into the United States. Another quarter million immigrants came from Asia, especially from China. Unlike most who had preceded them, the European newcomers came from Southern and Eastern Europe. Most were Catholic or Jewish (instead of Protestant), did not speak English, had few skills, and had little experience living in cities.

Push-and-Pull Factors Much like those who came from Northern and Western Europe, the new wave of immigrants left their homelands for a variety of “push-and-pull” reasons. Religious persecution and mandatory military service were among the “push” factors. They were “pulled” to the United States by the prospect of finding work in the expanding industrial economy, as well as by the promise of greater political and religious freedom. Like earlier generations of immigrants, they hoped to provide a better future for their children and were willing to endure enormous difficulties to achieve this dream.

- ✓ **Checkpoint** Compare the pre-Civil War immigrants with those who entered America between 1880 and 1920?



▲ Chinese immigrants on Angel Island, San Francisco Bay

The Immigrant Experience

Although no two immigrants had exactly the same experience, all of them had to endure the long journey to America and then find a job and a place to live. In addition to very difficult living and working conditions, they had to overcome prejudice, both from those who had been in the United States for generations and, in many cases, from their own assimilated countrymen who derided them as “greenhorns,” meaning they looked green, or new, to the American way of life.

Arriving in a New Land After a journey that could range from a week to several months, the immigrants would arrive in New York City, Boston, Philadelphia, Galveston, Texas, or another American port. Starting in 1892, the vast majority first stepped on American soil at **Ellis Island** in New York. Government clerks asked the immigrants a series of questions at these entry points. If authorities believed the newcomers posed a risk to public health, perhaps because they had polio or another disease, they would send them back to Europe.

From the early 1850s to 1882, hundreds of thousands of Chinese immigrants came to the West Coast, mostly to work on the new railroads that were being built. Between 1910 and 1940, most Asian immigrants disembarked at **Angel Island** in San Francisco Bay, where they experienced much harsher conditions than those at Ellis Island. Some waited months or even years before processing and questioning came to an end.

Opportunities and Challenges Some immigrants received help from fraternal organizations, like the Irish Hibernian Association or the Italian Knights of Columbus. Most had some kin or contacts from the old country who helped them find work and a place to live. Still, adjusting to **urban** industrial life could prove extremely difficult. Neighborhoods and living quarters were overcrowded; work was long, dangerous, and poorly paid; and the threat of disease, such as tuberculosis, was ever present.

Vocabulary Builder

urban—(ER buhn) *adj.* of, relating to, or characteristic of a city

Differentiated Instruction Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented Students

Remind students that the immigrants who reached the United States in the pre-Civil War years were different from those who came in the late nineteenth century and early twentieth century. Have students do research to create a graphic organizer that compares the two groups. For example, the organizer might be in the form of a two-column chart. Tell students to

label the first column “Immigration, 1820–1860” and the second column “Immigration, 1880–1920.” Explain that organizers should include such facts as the number of immigrants, major countries of origin, destinations within the United States, religion, skills, marital status, and so on.

ELLIS ISLAND

On a typical day in the early 1900s, thousands of immigrants steamed past the Statue of Liberty in New York Harbor and landed at Ellis Island. As soon as immigrants arrived, they checked their baggage and then walked up to the Great Hall on the second floor. Doctors watched closely, looking for signs of illness. About one tenth of the immigrants were marked with chalk and sent for a closer medical examination. In the Great Hall, immigrants waited in long lines for an interview with a customs officer who checked their paperwork and determined whether they would be able to support themselves. If approved and admitted to the United States, immigrants would meet up with family members, whom they may not have seen in years. By 1924, an estimated 17 million immigrants had passed through this process at Ellis Island.

A city health official examines this woman's eyes for infection.

People sit at long tables in Ellis Island's dining hall.

Immigrants land at Ellis Island, New York. Some carry a piece of paper in their mouth that they hope to exchange for a visa.

A ship's log contains passengers' names and information, such as who paid for their tickets and where they are going.

Thinking Critically

- Identify Point of View** What did immigrants experience upon their arrival at Ellis Island?
- Draw Conclusions** How might the culture of the United States be different if immigrants were not an integral part of its history? Explain.

The new immigrants contributed to the American economy and culture in countless ways. They built churches and synagogues, established foreign-language newspapers, and established cultural institutions, such as Yiddish theaters. Irving Berlin, who immigrated to the United States in 1893, composed "God Bless America" and "White Christmas," two of the most popular songs in American history. Still, some Americans did not recognize the new immigrants' contributions for many years.

- ✓ **Checkpoint** What experiences were common to most immigrants who came to America?

The Immigrant Experience

L3

Instruct

- Introduce: Key Terms and Vocabulary Builder** Point out to students the key terms **Ellis Island** and **Angel Island** (in bold) in the text, as well as the vocabulary term **urban**. Ask students why immigration stations were located outside **urban** areas.
- Teach** Using the Think-Write-Pair-Share strategy (TE, p. T23), have students discuss what the immigrant experience at this time must have been like. Ask **What difficulties did new immigrants face?** (*They had to adjust to a new culture, and many had to deal with widespread prejudice.*) **How did many immigrants bring their cultures with them?** (*They built their own churches and synagogues, started foreign-language newspapers, and reestablished cultural traditions.*)
- Analyzing the Visuals** Draw students' attention to the images included in the Infographic on Ellis Island. Ask **What kinds of people passed through Ellis Island?** (*They seem to be mostly white and not wealthy.*)

Independent Practice

Tell students to suppose that they are immigrants and that their ship has just entered New York Harbor in 1900. Have students write a letter to a family member at home, expressing how they felt about a new life in the United States.

Monitor Progress

As students write their letters, circulate to make sure that they understand the feelings that new immigrants might have had at such a time.

Answers

Thinking Critically

- They had to pass a medical examination and then complete an interview with a customs official.
 - Sample answer: The culture of the United States would not have absorbed the diverse elements of culture—music, food, language, religion.
- ✓ Immigrants often arrived after a difficult journey. Finding work and a place to live was challenging, especially because of discrimination.

Connect to Your World

Angel Island Between 1910 and 1940, about 175,000 Chinese immigrants passed through the Angel Island immigration entry point, located on a small island in the middle of San Francisco Bay. However, the purpose of Angel Island was to keep out immigrants.

Chinese immigrants had been coming to the United States at least since the California Gold Rush days of the mid-1800s. Many Chinese also came in the 1860s to help build the railroads in the west. The resent-

ment of American workers, who thought that the Chinese were taking jobs away from them, resulted in the passage of the Chinese Exclusion Act of 1882. The act was not repealed until 1943. Until then, the Chinese who attempted to enter the United States through California often met a barrier at Angel Island.

Today, the Angel Island immigration station is a historic site. Like Ellis Island, it is a reminder—although not necessarily a pleasant one—of an important part of this country's immigrant history.

Cities Experience Growth and Change

L3

Instruct

- **Introduce: Key Terms** Have students locate the key terms **suburbs** and **tenements** (in bold) in the text. As a class, create a brief Venn diagram to compare life in the **suburbs** with life in the **tenements**.
- **Teach** Have students read the Primary Source quotation on this page. Ask **Why did cities grow during the late nineteenth and early twentieth centuries?** (*Many American-born farmers and foreign immigrants flocked to cities for jobs or to experience a more interesting and cosmopolitan lifestyle.*) **How did technology improve urban life?** (*Electric streetlights increased safety, new modes of transportation helped people move around and away from the city, and improvements in sewer and water systems improved sanitation and public health.*) **How did the rapid rise in population in some cities create problems?** (*A shortage of decent, affordable housing existed for lower income immigrants; these people were often forced to live in dirty, crowded, and dangerous tenements.*)
- **Analyzing the Visuals** Have students examine the photos of cities on this page and on the page following the American Issues Connector feature. Have students offer adjectives to describe the scenes. Ask students how they think cities are the same or different today.

Independent Practice

Instruct students to create a newspaper advertisement that announces the availability of new homes in a suburb. The advertisement should attempt to attract people to suburban living by mentioning its advantages.

Monitor Progress

As students write their advertisements, circulate to make sure that they understand the features that might have attracted people to move from cities to suburbs.

Answer

Caption Many cities were overcrowded because of a lack of housing; many people were forced to live in cramped, unhealthy, and dingy tenements.

Cities Experience Growth and Change

Throughout most of U.S. history, the vast majority of Americans lived in rural areas. In the latter half of the nineteenth century, however, cities grew so rapidly that it became clear that urban Americans would soon make up the majority. At the same time, cities themselves changed. They grew larger, more complex, and much more diverse in terms of the ethnic heritage of their residents.

Immigrants and Farmers Move to Cities Both foreign-born immigrants and American-born farmers moved to cities for a variety of reasons. Foremost, as the centers of industry and commerce, cities offered newcomers jobs. They also promised a more cosmopolitan lifestyle than rural areas. Residents could attend the theater and sporting events; socialize at neighborhood bars, coffeehouses, and dance halls; and shop at department stores. Theodore Dreiser described the allure of a department store in *Sister Carrie*, a novel about a farm girl who moves to the big city.

Primary Source “Carrie passed along the busy aisles, much affected by the remarkable display of trinkets, dress goods, station[er]y, and jewelry. Each separate counter was a show place of dazzling interest and attraction. . . . There was nothing there, which she could not have used—nothing which she did not long to own. The dainty slippers and stockings, the delicately frilled skirts and petticoats, the laces, ribbons, hair combs, purses, all touched her with individual desire.”

—Theodore Dreiser, *Sister Carrie*, 1900

Of course, as *Sister Carrie* soon discovered, she could not afford the items in the store. Like most immigrant workers, she had to adjust to the difficulties of urban life—overcrowding, vice, and crime. Most newcomers barely made enough money for necessities in their new neighborhoods.

Technology Improves Urban Life As cities grew, city planners and workers scrambled to take advantage of new technologies to make life better for everyone. For example, new electric streetlights allowed factory workers to travel to and from work safely. New forms of transportation—from the horse-drawn trolley to the elevated railroad and electric trolleys—allowed cities to expand. These new forms of transportation eased travel and made possible the first **suburbs**, residential areas surrounding the cities. Those who could not afford

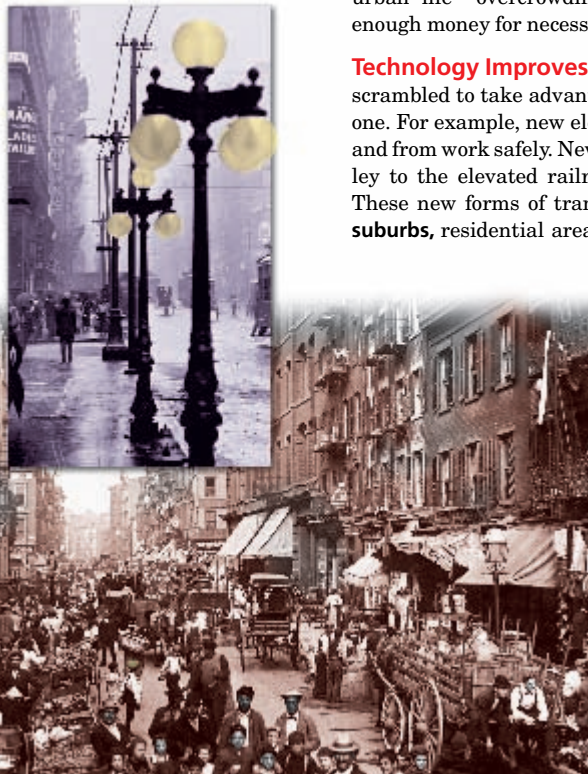
the new suburbs lived in densely populated urban ghettos, or areas where one ethnic or racial group dominates.

Although urban boosters celebrated the construction of the first skyscrapers and subways as symbols of technological advancement, perhaps the most important progress took place in the innards of the nation’s cities. Public-works departments constructed miles of sewers and massive reservoirs, along with intricate systems of underground pipes to carry fresh water to residents and wastewater away from their homes. The ability of America’s cities to quickly create the infrastructure necessary to support such a huge influx of residents remains one of the nation’s greatest industrial accomplishments.

Urban Life Creates Problems Despite some of the technological advances, urban dwellers faced

Urban Life

New electric streetlights (top) line the streets in St. Louis, Missouri. Mulberry Street (bottom) in New York City is filled with life as the streets teem with people. *What was the impact of the rapid growth that occurred in cities during this time?*



Differentiated Instruction Solutions for All Learners

L1 Special Needs Students L2 English Language Learners L3 Less Proficient Readers

Note that a series of events led to the growth of cities and suburbs. The following list contains major stages in that process:

- Industries grow and new jobs open.
- People move to cities for jobs in industry.
- Cities begin to grow as more people move in.
- Cities become overcrowded.

- Transportation improvements allow people to move to suburbs from overcrowded cities.
- Suburbs grow.

On the board, write the events out of sequence, and have each student write them on a separate sheet of paper. Next, tell students to cut the paper into strips, one for each sentence. Then, have partners rearrange the strips of paper to put the sentences into the proper sequence.

TRACK THE ISSUE

How does migration affect patterns of settlement in America?

Several migration trends have shaped settlement patterns in the United States. One is the movement of people to the West and to the southern “Sunbelt.” Another is the movement from rural to urban areas, which then developed suburbs. These migrations have had a great influence on American life. Use the timeline below to explore this enduring issue.

- **1862 Homestead Act**
Offer of free land brings settlers to the Great Plains.
- **1880–1920 Urban Migration**
Millions of Americans leave farms for the city. By 1920, urban population exceeds rural population.
- **1910–1930 Great Migration**
Southern blacks move north, giving rise to the first large African American neighborhoods in northern cities.
- **1950s Suburban Flight**
Mass movement begins from central cities to suburbs.
- **1970s Present Sunbelt Growth**
Sunbelt states grow rapidly as Americans move to the warmer, southern half of the country.



A poster advertising a new suburb



A modern suburb of Las Vegas, Nevada

DEBATE THE ISSUE

Expanding Suburbs American suburbs began in the 1800s but mushroomed after World War II. By 1990, nearly half of all Americans lived in suburbs. These communities offered many benefits. But critics say they have contributed to urban sprawl, traffic congestion, and other problems.

“Suburbanization represents a significant improvement in the quality of life for people who settle there. Most people who move out of their older homes do so because their needs have changed. Suburban and rural areas often meet these new needs better than older, more densely populated central cities.”

—Samuel Stanley, Reason Public Policy Institute

“Sprawling patterns of growth are an inefficient use of land that scatters jobs, houses, schools and shopping across the landscape. . . . It leaves people little choice but to use their auto for any trip. . . . It fragments the ecosystems that protect our drinking water and wildlife habitat and that provide recreational opportunities that we all enjoy.”

—Robert J. Pirani, Regional Plan Association, New York

Connect to Your World

1. **Compare** How do the two quotations differ in their perspective on suburbs?
2. **Research** Learn more about the issues of suburban growth. **Web Code:** nch-1405
3. **Debate** Prepare an argument based on one of the quotations above.

Objectives

- Identify patterns of migration and settlement in the United States.
- Describe arguments for and against suburban development.

Background Knowledge L3

Explore with students why people move to or from cities. Ask students to discuss the benefits and costs of living in an urban area versus a suburban or rural area.

Instruct L3

Ask Between 1880 and 1930, where did many Americans migrate?

(from rural areas to urban areas)
Discuss with students why suburbs “mushroomed,” especially after World War II, and what benefits and drawbacks there were to this development. **Ask What effect do you think this movement of people to the suburbs had on cities?** *(Sample answer: Cities lost residents, and some cities lost political power, in the form of voters, to suburbs.)*

Monitor Progress

- Have students complete the Issues Connector Worksheet, *Migration and Urbanization*. Check students’ work to make sure that they grasp the issue. **Teaching Resources**, pp. 19–22
- Remind students to complete their American Issues Connector notes. Review their work for accuracy. **Reading and Note Taking Study Guide**

Answers

Connect to Your World

1. Stanley supports suburban living as an improvement over the quality of life in cities. Pirani views suburbs as sprawling developments that gobble up land and degrade the environment.
2. Have students access **Web Code nch-1405** and write a summary of what they learn through their research.
3. Arguments should demonstrate students’ understanding of one of the points of view expressed.

History Background

Early Suburbs In the late 1800s, the first suburbs were built for the wealthy. The idea was to create a healthy and pleasant natural environment in which upper-class or upper middle-class families could live in tasteful homes in parklike surroundings, removed from the congestion and filth of cities. Places such as Llewellyn Park, New Jersey, were among the earliest suburbs. The stately homes of the residents were surrounded by landscaped gardens, open green space, and roads that looked like curved country lanes.

When the middle class expanded and transportation improved in the late 1800s and early 1900s, suburbs expanded too. Suburbs remained the domain of the wealthy and the upper-middle class until the post-World War II period, when the ability to build cheap homes and the means to finance them through the GI Bill made ownership of suburban homes possible for ordinary Americans. This was the era of huge developments such as Levittown, New York, which came to epitomize the suburbs in the mid-twentieth century.

Social and Cultural Trends

L3

Instruct

- **Introduce** Have students read the introductory sentences and the three red headings under “Social and Cultural Trends.” Have them predict what they will learn under each red heading. Then, have students read to find out whether their predictions were accurate.
- **Teach** Using the Idea Wave strategy (TE, p. T22), have students discuss the ways that industrialization and urbanization changed American society. Ask **Why did a new middle class rise during the late 1800s and early 1900s?** (*Industries had become more sophisticated, creating more white-collar jobs.*) **How did the expansion of higher education, which included more women, affect the U.S. economy?** (*A more highly educated workforce provided a more skilled workforce. People were able to earn more money and spend more on consumer goods, which boosted the economy.*) **How did the American lifestyle during the late 1800s and early 1900s change?** (*Disposable income and leisure time increased for many people. People began to spend more time and money on mass entertainment, such as sporting events and amusement parks.*)
- **Analyzing the Visuals** Ask students to study the photograph on the next page and describe factors that allowed more people to purchase goods from department stores and catalogues.

Independent Practice

Have students review the blue head by creating an outline of the content.

Monitor Progress

As students work on their outlines, make sure that they are including only the most important ideas. If necessary, review the outline format.

Answer

- ✓ Cities were noisy, crowded, and dirty; many of the less well-to-do residents lived in small, cramped, and unhealthy tenements. With few parks, poor or immigrant children had to play in the city streets.



▲ A traffic jam of people, horse-drawn trolleys, and electric trolleys in Chicago, Illinois

the problem of overcrowding. Rapid growth led to a shortage of housing, and unscrupulous landlords often took advantage of the newcomers' desperate need for a place to live. Immigrants crowded into subdivided homes called **tenements**. These tenements often housed twenty families, each in a virtually airless, tiny, cramped space where parents and children slept, ate, and often worked together. With few windows and little sanitation, tenements were unhealthy and dangerous. To make matters worse, few parks or public squares existed, leaving children only the streets as play areas. There, they encountered heaps of garbage, thieves, and rival street gangs.

- ✓ **Checkpoint** What was urban life like for most city residents?

Social and Cultural Trends

Even with its problems, industrialization and urbanization created the foundation for the emergence of a more modern society. Instead of providing just basic needs for survival, the economy began to generate a wide variety of consumer goods and leisure activities. Besides the wealthy elite, a growing middle class had the ability to take advantage of many of these new goods and services. The working classes also occasionally had the opportunity to attend a ballgame or visit an amusement park.

A New Middle Class Emerges As industries grew larger and more sophisticated, they generated a demand for skilled white-collar workers—engineers, accountants, and attorneys. Big businesses hired salesclerks to sell their goods and managers to supervise their workers. In turn, these workers (mostly men) and their families had enough money to purchase items that historically only the elite could afford. Advances in technology and greater business efficiency and productivity further expanded the variety of goods and services within their reach.

One place where the middle class could find the things they desired was at the modern department store. New York shoppers flocked to Macy's, and Philadelphians flooded Wanamaker's. To boost sales, these department stores advertised in local newspapers and magazines, creating an atmosphere that made shopping fun.

Culture and Entertainment Abound The growing middle class also supported an expansion of higher education. At the same time, colleges and universities began to transform their curriculums. Some even began to focus on training graduate students. An increasing number of women went to college. Overall, illiteracy declined and a high school diploma came within reach for more and more people.

Alongside the expansion of education, the arts thrived. Some of the nation's greatest authors wrote during this time period. Among them were Edith Wharton and Mark Twain. Ironically, Twain considered the era crass and often satirized

Differentiated Instruction Solutions for All Learners

L1 Special Needs Students L2 English Language Learners L1 Less Proficient Readers

Have partners use library and Internet resources to find photographs of Americans during the late 1800s and early 1900s. Ask students to select photos of people who are enjoying and participating in a leisure activity, such as attending a sporting event or visiting an amusement park. Have them print out or photocopy the images they find. Then, have students


write a few sentences or words that describe the activity and compare it to similar activities today. Remind students to consider what the people in the photograph are doing, how they are dressed, what their mood might be, what the facilities look like, and so on.

it. Other well-known authors included the poet Emily Dickinson and the novelist Henry James.

Perhaps one of the most important cultural developments of the era was the rise of mass entertainment, from collegiate and professional sports to amusement parks. Major league baseball, with teams in many of the nation's largest cities and in stadiums that charged admission, led the way. Mark Twain touted baseball as "the very symbol, the outward and visible expression of the drive and push and rush and struggle of the raging, tearing, booming nineteenth century." Daily newspapers advanced the fortunes of professional sports by establishing sports pages dedicated to covering the games.

Religion Attracts Urban Masses As America's cities grew, religious leaders appealed to the urban masses. Liberal theologians stressed the importance and value of each individual person. Building on this idea, Walter Rauschenbusch and others developed the Social Gospel movement, which promoted better working conditions and decent wages.

Dwight L. Moody and other evangelical Protestants traveled from city to city with their religious revival meetings. Moody used preaching, inspirational prayer, and gospel songs to spread a message of Christian love and compassion. After Moody left town, local congregations would swell with new members.

 **Checkpoint** How did religious leaders appeal to city residents?



The Department Store

Pedestrians peer into a Marshall Field's department store (below). Even people in rural areas had access to department-store items from a Sears, Roebuck & Company catalog (left).

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz. **Teaching Resources**, p. 37
- To further assess student understanding, use **Progress Monitoring Transparencies**, 19.

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide

L3

Adapted Reading and Note Taking Study Guide

L1 L2

Spanish Reading and Note Taking Study Guide


L2

Extend

L4

See this chapter's Professional Development pages for the Extend Online activity on immigration.

Answer

-  They developed the Social Gospel movement, which promoted better working conditions and decent wages. They also used preaching, inspirational prayer, and gospel songs to spread their message.

SECTION 2 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nea-0303

Comprehension

- Terms and People** For each term below, write a sentence explaining how it relates to either immigration or urbanization.
 - Ellis Island
 - Angel Island
 - suburb
 - tenement

2. NoteTaking Reading Skill:

Understand Effects Use your completed concept web to answer the Section Focus Question: Why did immigrants come to the United States, and how did they impact society?

Writing About History

- Quick Write: Gather Evidence** In order to prepare for an oral presentation, you should gather information on your selected topic. Research to gather evidence on the growth and development of cities as discussed in this section. List several sources and image ideas after your preliminary research.

Critical Thinking

- Identify Point of View** What challenges did immigrants face upon their arrival in America?
- Recognize Cause and Effect** (a) How did technology affect the growth of cities? (b) How did the growth of cities affect housing within them?
- Identify Central Issues** How did industrialization and urbanization lead to the rise of the middle class?

Section 2 Assessment

- Sentences should demonstrate an understanding of the terms listed.
- Immigrants came to the United States to escape religious persecution and military service. They hoped to find work, a better life, and greater freedom. Immigrants helped build the United States with their labor, and they contributed to the diversity of American culture.
- Lists should demonstrate students' ability to locate sources and images on the growth and development of cities.
- Sample answer: Immigrants had to find jobs to support themselves. Many had to learn English and face discrimination.
- (a) New forms of transportation, such as electric trolleys and subways, helped cities grow. Electric streetlights made cities safer. New water and sewer systems provided healthier drinking water and better sanitation to residents. (b) Rapid population growth in some cities caused housing shortages that forced many immigrants and poor people into crowded tenements.
- Industrialization and urbanization increased the number of jobs, which paid better than jobs for laborers. More people had more money to spend, so they were able to afford an education, consumer goods, and homes.

For additional assessment, have students access **Progress Monitoring Online** at Web Code nea-0303.