



## An Urban Society

### Lesson 1 The New Immigrants

#### ESSENTIAL QUESTION

*Why do people move?*

#### GUIDING QUESTIONS

1. *Why did many people immigrate to the United States during this period?*
2. *How did immigrants adjust to their new life in the United States?*

#### Terms to Know

**assimilate** blend in with the main, larger group of people

**emigrate** to leave the country where one was born

**ethnic group** people with the same culture or national background

**nativist** person who is against new immigrants coming to their country

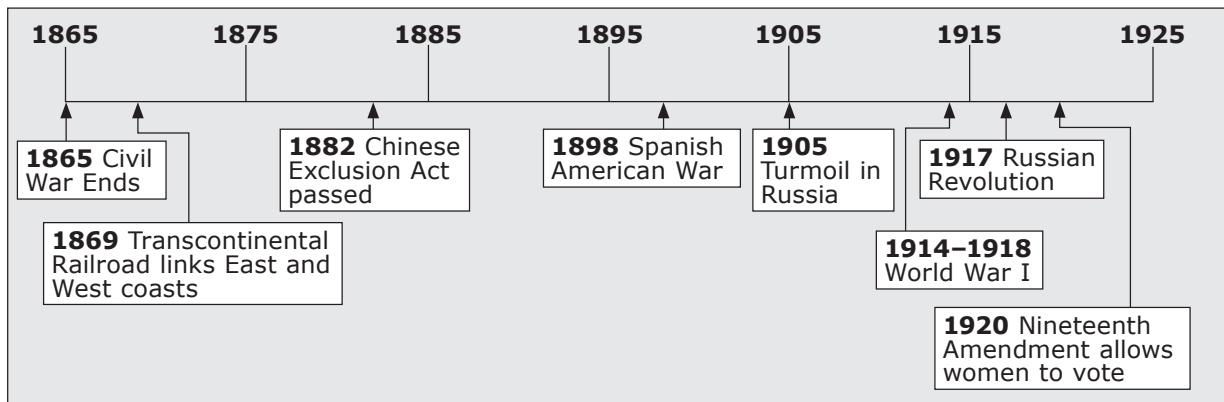
**recruit** hire workers for jobs

**steerage** part of the ship where poor people traveled because tickets were cheaper

### Where in the world?



### When did it happen?



## An Urban Society

### Lesson 1 The New Immigrants, *Continued*

## A Flood of Immigrants

In the middle of the 1800s, immigrants to the United States were mostly from northern and western Europe. By the late 1800s, most immigrants were coming from southern and eastern Europe. They came from Italy, Russia, Poland, Hungary, Turkey, Greece, Serbia, and Croatia. Immigrants also came from China and Japan.

Many of the new immigrants were Catholic or Jewish. Most of the United States was Protestant. Also, most immigrants did not speak English. For these two reasons, they did not blend into U.S. society at first.

People decided to leave their home countries, or **emigrate**, because of problems there. The people heard that the United States offered many opportunities, so they moved there to have a better life.

Reasons to Leave Europe	Reasons to Go to the United States
poverty	jobs
overcrowding	land
crop failure	chance for a better life
lack of work	
unfair laws against certain ethnic groups	

Immigrants came to the United States even though the trip was often very hard to make.

First, they had to get to the ship. Not every country had a city on the coast where big ships could dock. Sometimes ships docked hundreds of miles away, in a foreign country.

Then they made the long ocean voyage to the United States. The trip took 12 days from Europe. From Asia, the trip often took several weeks.

Finally, people who were poor had little money to spend on steamship tickets. The **steerage** section was the cheapest. Steerage was often very crowded.

Most immigrants from Europe landed in New York City. After 1886, immigrants saw the Statue of Liberty when they arrived. It was a gift from the people of France.

New immigrants had to pass inspection at a U.S. government center before they could enter the country. Immigrants from Europe went to Ellis Island, near

### **Contrasting**

- How were new immigrants different from immigrants who had come before?

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### **Mark the Text**

- Put checkmarks beside the three reasons why it was hard for immigrants to get to the United States.

### **Drawing Conclusions**

- Where did most European immigrants land?

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### **Reading Check**

- What drew people to the United States? What made them leave their homes?

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## An Urban Society

### Lesson 1 The New Immigrants, *Continued*

#### **Critical Thinking**

5. List the three problems immigrants had to solve in the order you think is most important.

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#### **Explaining**

6. Why did new immigrants from the same ethnic group often live in the same neighborhood?

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#### **FOLDABLES**

#### **Analyzing**

7. Use a one-tab Foldable and place it along the dotted line. Write the title *Cause and Effect of Nativist Attitudes*. On both sides, explain the reasons and results of opposition to immigration.

New York City. Most Asian immigrants sailed to California. They went through a government center on Angel Island, near San Francisco.

Government inspectors asked many questions and wrote down the name of each immigrant. Each immigrant had a health exam. Immigrants who did not pass this inspection could not enter the United States.

### The Immigrant Experience

Immigrants to the United States faced important problems:

- Where would they work?
- Where would they live?
- How would they get used to life in their new country?

Finding a job was not easy. Sometimes immigrants were **recruited**, or hired, for a job even before they left their homeland. These were often unskilled jobs, such as unloading cargo or digging ditches. Some industries were growing fast and needed immigrant workers. For example, steel factories in Pittsburgh, Pennsylvania, hired immigrant men who worked 12 hours a day, seven days a week. Many immigrants worked long hours making clothing in factories called sweatshops.

Immigrants had to **assimilate**, or fit in with, life in the United States. They also wanted to keep their own culture alive. It was sometimes hard to do both. Parents spoke their native language, but their children learned English at school and with friends. Women in the United States often had more freedom than they did in their homelands.

Another problem immigrants faced was where to live. Many immigrants came from farms and small villages. In the United States, they could not afford farms, so they often lived in cities.

People from the same **ethnic group** often lived in the same neighborhood. There they tried to preserve their old way of life. Their houses of worship were like those in the old country. They published newspapers in their native languages. Their neighborhoods had theaters, stores, and social clubs that kept the old languages and customs alive.

Some Americans, called **nativists**, didn't want the new immigrants to come to the United States. They thought:

- New immigrants would take jobs from them.
- Employers would pay low wages to everyone, because immigrants were willing to work for low wages.

Glue Foldable here



## An Urban Society

### Lesson 2 Moving to the City

#### ESSENTIAL QUESTION

*Why do people move?*

#### GUIDING QUESTIONS

1. *What factors led to the growth of cities?*
2. *What problems faced the people who lived in urban areas?*
3. *What actions addressed the problems of cities?*

#### Terms to Know

**middle class** group of people who make a comfortable amount of money but are not rich

**settlement house** place in a city where poor people could get help

**skyscraper** very tall building in a city

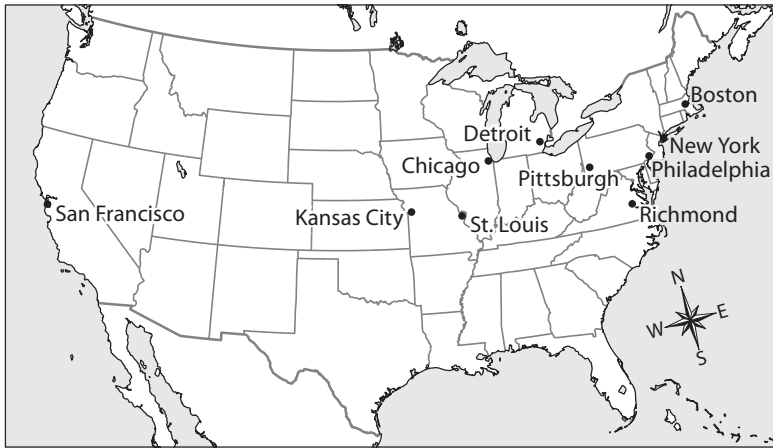
**slum** run-down area where poor people live

**suburb** place outside the city center where people live

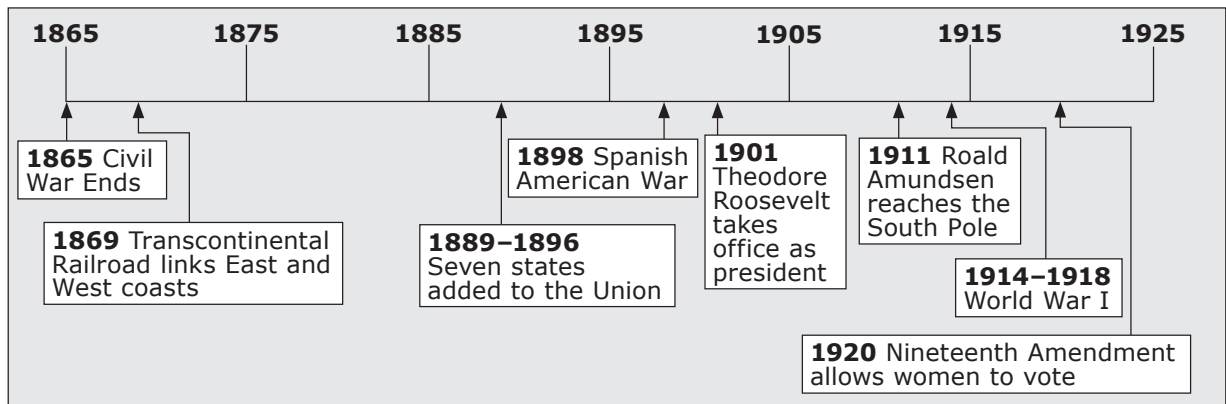
**tenement** run-down, crowded apartment buildings in cities

**urban** having to do with cities

### Where in the world?



### When did it happen?



## An Urban Society

### Lesson 2 Moving to the City, *Continued*

#### The Rise of Cities

After the Civil War, cities were growing fast. By 1910, almost half of all Americans lived in cities. The United States was becoming more **urban**—a nation of cities.

Immigration was one reason cities were growing. In 1890, 80 percent of the people who lived in big cities like New York, Detroit, and Chicago were immigrants.

At the same time, many Americans who had been born on farms were moving to cities. New farming machinery meant that fewer people were needed to work on the farm. These people still needed jobs, so they moved to cities to find work.

After the Civil War, African Americans began moving to cities. First, they moved to Southern cities to find jobs. Later, many African Americans moved to Northern cities.

Transportation was changing, too. People traveled by railroad. The railroad also moved raw materials. For example, it carried cattle to the meatpacking centers in Chicago and Kansas City.

The city of Pittsburgh grew into a center of iron and steel manufacturing. This was because the resources needed for that industry were nearby. Some cities located on the coasts developed as seaports. San Francisco and New York were two important port cities.

Cities became crowded with all kinds of people. A few were rich, many were poor, and some were in between.

The poorest people lived in **tenements**, or crowded, run-down apartment buildings. Immigrants often lived in tenements. Tenements were located in **slums**, or poor neighborhoods.

The **middle class** was made up of professionals such as doctors, ministers, teachers, and office clerks. Their families lived well, even though they were not rich. Many middle-class families moved to the **suburbs**. The suburbs are places outside the city where people live. Their houses were modern with running water and indoor bathrooms. They also had electricity in their homes. Some middle-class families could afford to hire servants. They had free time to do things like read and go to concerts.

The richest people also lived in the cities. They built large mansions and took vacations to their country homes. At this time in the United States, there was a small number of very rich people and a large number of poor people. The rich people were like a thin layer of gold on the surface of



#### Visualize It

- Describe what you would find in an urban area.

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#### Reading Check

- What kinds of things help a city grow?

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#### Listing

- How did each of these groups of people live?

Poor:

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Middle class:

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Rich:

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**An Urban Society**

**Lesson 2** Moving to the City, *Continued*

 **Reading Check**

4. In what ways were cities unhealthy places to live?

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 **Identifying**

5. List three ways people tried to make life in the cities better.

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 **Critical Thinking**

6. What effects would a park have on a city with many tall buildings?

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society. When something is covered in a thin layer of gold, but is not gold underneath, it is called *gilded*. That is why this period in U.S. history is known as the “Gilded Age.”

**Troubles in the Cities**

The fast growth of cities caused problems. Cities were crowded and dirty. There was garbage in the city streets and animal waste from horses.

Because the cities were not kept clean, people often got sick. In 1900, in Chicago, many babies died before they were a year old. They died of diseases like measles, whooping cough, and diphtheria. New York City took steps to control the spread of disease. Children were checked in schools for disease. The city sent nurses to people’s homes and set up health clinics.

Crime was another problem in cities. Poor people, especially homeless children, committed some **minor** crimes. There were neighborhood gangs, too.

Some individuals wanted to help with the problems of cities. They worked to help the poor and to improve their way of life. Some of those who helped were religious groups. They ran homes for orphans, and ran prisons, hospitals, and recreation centers. Other people started up **settlement houses** to help poor people.

**The Changing City**

As cities grew, they began to change. People built skyscrapers, improved transportation, and created parks.

In a city, space is very limited. Architects, who plan and build buildings, began to build upward. Two things made it possible to build taller buildings:

- The buildings were strengthened by iron supports.
- Elisha Otis invented the elevator in 1852.

In 1884, William LeBaron Jenney put up a 10-story office building in Chicago. It was the world’s first **skyscraper**. More followed. In 1913, the Woolworth Building in New York was the tallest building in the world—55 stories.

A group called the “City Beautiful” movement wanted people in the city to be able to enjoy nature. They wanted to set aside parts of a city where people could not build, and put parks there instead.



## An Urban Society

### Lesson 2 Moving to the City, *Continued*

One such person was Frederick Law Olmsted. Olmsted designed New York City’s Central Park and parks in other cities, too, such as Boston and Chicago.

New forms of transportation also helped to change cities. First, there were streetcars, which were pulled by horses. Then San Francisco built a system of cable cars. Richmond, Virginia, began to use trolley cars. A trolley is a small train with an electric motor. In 1897, the nation’s first subway opened in Boston. In 1904, New York City opened the first section of its subway system. People used iron and steel in building these trains and the rails they traveled on.

Steel bridges also improved transportation in cities. Bridges connected parts of the cities that were separated by rivers. The Eads Bridge in St. Louis, Missouri, crossed the Mississippi River. The Brooklyn Bridge connected Manhattan and Brooklyn in New York City.

New forms of transportation connected parts of cities. They also helped people who lived in the suburbs. Suburbs grew up outside of cities, along the train or trolley lines.

//////////Glue Foldable here//////////

#### Check for Understanding

List two ways that cities changed.

1. \_\_\_\_\_
2. \_\_\_\_\_

Name and describe three groups of people who lived in and around large cities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



#### Mark the Text

7. Draw circles around the four new types of transportation that changed cities.



#### Reading Check

8. How did iron and steel change how cities looked and worked?

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9. Glue a three-tab Foldable under a one-tab Foldable. Place this Foldable booklet over Check for Understanding. Label the one-tab Foldable *Cities*. Label the three-tab Foldable *Rich*, *Middle Class*, and *Poor*. Use both sides of the top tab to list words and phrases you remember about growing cities. On the three-tab Foldable, list facts about the lifestyles of the different economic groups living in the city and suburbs.





## An Urban Society

### Lesson 3 A Changing Culture

#### ESSENTIAL QUESTION

*How do new ideas change the way people live?*

#### GUIDING QUESTIONS

1. *What changes expanded opportunities for education?*
2. *How did the literature of this time period reflect the values of American society?*
3. *Why did new forms of recreation develop?*

#### Terms to Know

**jazz** form of music developed by African Americans

**land-grant colleges** colleges paid for by the sale of certain pieces of land

**ragtime** form of music related to jazz

**spectator sport** sport that fans enjoy watching

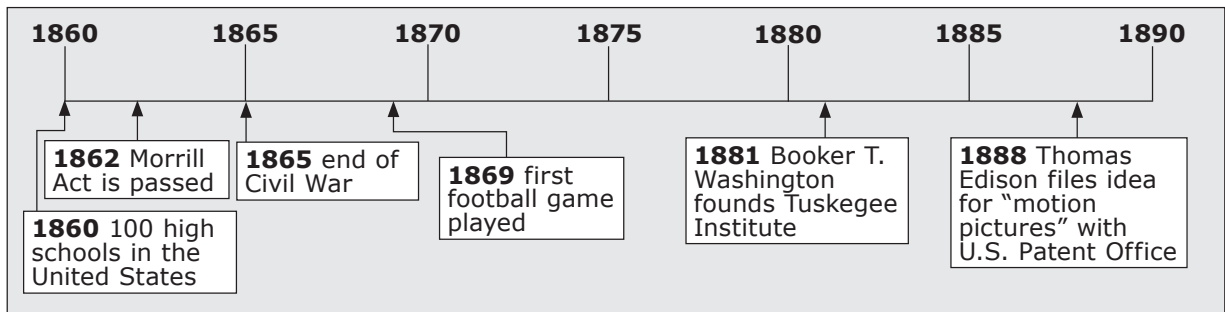
**vaudeville** live performance with singing, dancing, magic

**yellow journalism** a form of shocking news reporting that used many pictures and was not always accurate

#### Where in the world?



#### When did it happen?



## An Urban Society

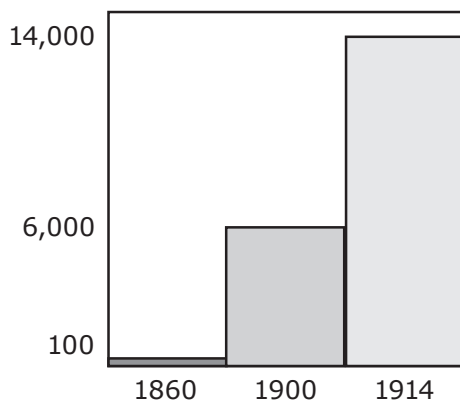
### Lesson 3 A Changing Culture, *Continued*

#### Expanding Education

As American cities and American industry grew, education became more and more important. By 1914, most states had laws saying children had to go to school. More than 80 percent of all children between the ages of 5 and 17 went to school.

This change in education is clear in the growing number of high schools in the country.

**Number of U.S. High Schools**



Many boys had to work instead of going to high school, so most high school students were girls.

These new educational chances were not for everyone. Often, African American children were not allowed to go to school with white children. In the South, many African American children received little or no schooling.

Around 1900, the "progressive education" developed. People in this movement, like John Dewey, believed children should not memorize facts, but "learn by doing." Many believed that schools should teach students how to solve problems and be good citizens.

There were also important changes in college education. The Morrill Act of 1862 made land available to states. States sold the land to raise money. The money was used to start colleges. These were called **land-grant colleges**.

The number of women who went to college greatly increased. One reason was that land-grant colleges accepted women. Other new colleges opened that took only woman students. Fifty years later, almost 40 percent of college students were women.

#### **Mark the Text**

- Underline the sentence that explains why education grew in the United States during this time.

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#### **Reading Check**

- Who benefited most from the new educational opportunities?

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#### **FOLDABLES**<sup>®</sup>

#### **Identifying**

- Use a three-tab Foldable and write the title *Schools and Colleges* on the anchor tab. Place it vertically along the dotted line. Label the tabs *Women*, *African Americans*, and *Native Americans*. Use both sides of the tabs to list one way that educational opportunities changed for each.



## An Urban Society

### Lesson 3 A Changing Culture, *Continued*



#### Defining

4. List and define the two new styles of writing that developed during this time.

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#### Making Connections

5. How are newspapers like the Internet?

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#### Reading Check

6. Why were there so many newspapers and magazines?

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Colleges like the Hampton Institute also began providing education for African American students. Booker T. Washington learned to be a teacher at Hampton Institute. In 1881, Washington founded a school in Alabama called the Tuskegee Institute. George Washington Carver joined its staff. Carver did scientific research. He found hundreds of uses for the peanut. He even found ways to make plastics and paper from peanuts.

Native Americans went to reservation schools and boarding schools. These schools provided useful training, but they also cut off Native Americans from their traditions and families.

### A Nation of Readers

As education expanded, people began to read more. As a result, more new books, magazines, and newspapers were published. Also, more libraries opened during this period. Every state set up free public libraries.

Writers explored new subjects in new ways. One new style of writing was called *realism*. Realism tells stories about ordinary people. Another new style of writing was called *regionalism*. Stories in this style are set in one region of the country. The writer Mark Twain used both realism and regionalism in his stories. Other important writers from this time are Stephen Crane, Jack London, Edith Wharton, Paul Laurence Dunbar, and Horatio Alger.

There were new inventions for printing, making paper, and communication. Large cities, with many readers, often had many newspapers. Many ethnic groups published their own newspapers in different languages.

Joseph Pulitzer and William Randolph Hearst were two important newspaper publishers. They used pictures, dramatic stories, and large, shocking headlines. This is called **yellow journalism**.

The number of magazines also grew at this time. There were 700 magazines in 1865 and 5,000 in 1900. Today, you can still read some of these magazines, like the *Atlantic Monthly*, *Harper's Magazine*, and *Ladies' Home Journal*.

### Leisure and the Arts

As fewer people worked in farming and more people worked in industry, many Americans had more free time. To fill that free time, new forms of recreation were offered to ordinary people.

## An Urban Society

### Lesson 3 A Changing Culture, *Continued*

There was a rise in **spectator sports**. In spectator sports, fans watch teams play a game. Three kinds of spectator sports are baseball, football, and basketball. In addition to spectator sports, people enjoyed playing games themselves. Wealthy people played tennis and golf. Many people enjoyed bicycle riding.

People went to the theater in their free time, too. Large cities had many theaters. Some shows were serious, and others were light and funny. In **vaudeville** shows, people sang, danced, told jokes, and did magic acts. Tickets were cheap, so vaudeville was popular. People also enjoyed going to the circus.

The first "moving pictures" were invented in the 1880s by Thomas Edison. People paid five cents to see a movie at a nickelodeon.

New forms of art and music developed after the Civil War as well. The new forms were clearly American. Two important American painters are Frederic Remington, who painted scenes of the American West, and Winslow Homer, who painted farmers, campers, and sea scenes.

The United States developed its own styles of music, too. One of these was marching music. African Americans in New Orleans developed **jazz**. Jazz mixed work songs, gospel music, and African rhythms. An important feature of jazz is its beat, called syncopation (SING • kuh • PAY • shuhn). **Ragtime** music was related to jazz. Scott Joplin was the leading composer of ragtime music.

Big cities like New York had fine symphony orchestras and opera houses.

#### Check for Understanding

**By 1914, most states had laws requiring children to go to school. How do you think this law changed the future of America?**

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**Why do you think the culture of America changed so much in the years after the Civil War?**

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#### Critical Thinking

- 7.** Name other spectator sports people enjoy today.

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#### Mark the Text

- 8.** Circle the name of the person who invented movies.

#### Reading Check

- 9.** What kinds of American music developed during this time?

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- 10.** Attach a three-tab Foldable along the dotted line to cover the Check for Understanding. Write *Important Changes* on the anchor tab. Label the three tabs *education*, *literature*, and *leisure*. Use both sides to list words and phrases you remember about each.