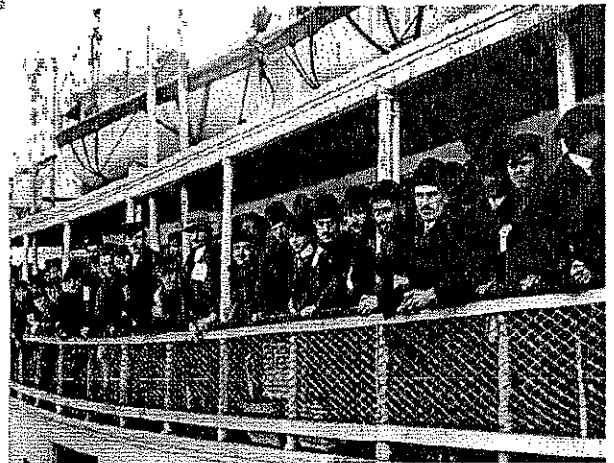
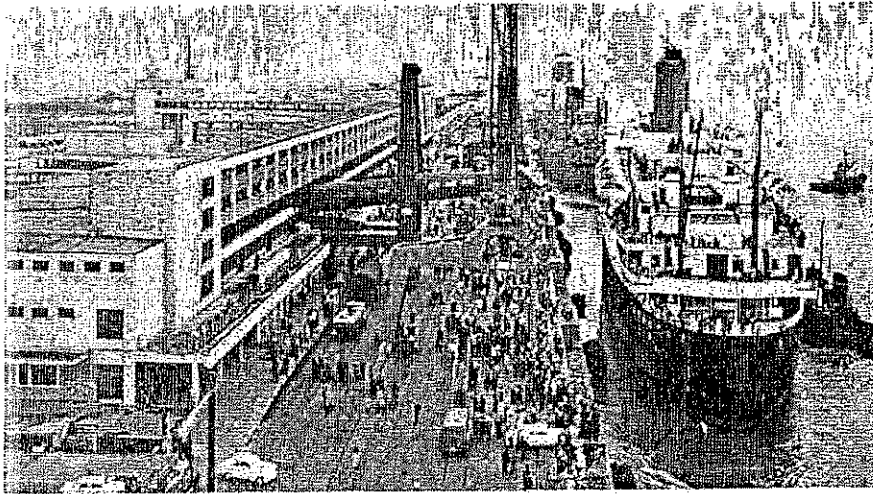


THE NEW COLOSSUS.

NOT LIKE THE BRAZEN GIANT OF GREEK FAME,
 WITH CONQUERING LIMBS ASTRIDE FROM LAND TO LAND;
 HERE AT OUR SEA-WASHED, SUNSET CATES, SHALL STAND
 A MIGHTY WOMAN WITH A TORCH, WHOSE FLAME
 IS THE IMPRISONED LIGHTNING, AND HER NAME
 MOTHER OF EXILES, FROM HER BEACON-HAND
 GLOWS WORLD-WIDE WELCOME; HER MILD EYES COMMAND
 THE AIR-BRIDGED HARBOR THAT TWIN CITIES FRAME.
 "KEEP ANCIENT LANDS, YOUR STORIED PONS!"
 CRIES SHE
 WITH SILENT LIPS, "GIVE ME YOUR TIRED, YOUR
 POOR,
 YOUR HUDDLED MASSES YEARNING TO BREATHE FREE,
 THE WRETCHED REFUSE OF YOUR TEEMING SHORE,
 SEND THESE, THE HOMELESS, TEMPEST-TOST TO ME,
 I LIFT MY LAMP BESIDE THE GOLDEN DOOR!"

THIS TABLET, WITH HER SONNET TO THE BARTHOLOMEW STATUE
 OF LIBERTY ENGRAVED UPON IT, IS PLACED UPON THESE WALLS
 IN LOVING MEMORY OF
EMMA LAZARUS
 BORN IN NEW YORK CITY, JULY 22ND 1849
 DIED NOVEMBER 16TH 1897.



Chapters 14, 15, and 16.
 Immigration, Urbanization, City Life and Big Business

Name _____

Class _____

Chapter 14, 15-16: Immigration, Urbanization, and City Life

Essential Questions

1. Explain why and how immigrants from eastern and southern Europe came to the U.S. in the late 1800's and early 1900's.
2. Describe living and working conditions for urban immigrants at the turn of the twentieth century. Discuss the tension between adult immigrants and their children.
3. Identify problems of city life in the late 1800's and describe the solutions to these problems. Discuss the new technology of steel and electricity and its impact on city life.
4. Comprehend how new leisure activities and sports united Americans at the turn of the twentieth century.
5. Examine how the rise of corporations and powerful business leaders led to the dominance of big business in the United States. Analyze the relationship between big business and immigrants.

State Standards

- H 2.15 Describe the colonization, *immigration*, and settlement patterns of the American people, i.e., the role of economic incentives, the effects of physical/political geography, and transportation systems.
- H 1.8 Describe the contributions of *immigrant* groups to the emerging American *culture*.
- H 4.9 Identify the motivations for groups coming to the United States and discuss U.S. political policies towards *immigration*.
- H 2.22 Describe the effects of *industrialization* and *new technologies* on the development of the United States.

Book Readings:

Chapter 14 Section 3

Chapter 15 Section 1

Chapter 16 Section 1

Chapter 15 Section 2

Chapter 16 Section 4

Chapter 14,15 & 16 Word Wall

Term	Definition	Picture or Symbol
Ellis Island		
Angel Island		
Melting Pot		
Chinese Exclusion Act		
Gentlemen's Agreement		
Urbanization		
Americanization Movement		
Tenements		
Mass Transit		
Nativism		
Social Gospel Movement		

Term	Definition	Picture or Symbol
Suburb		
Settlement Houses		
Vaudeville		
Circulation (Newspapers sold not science term)		
Social Darwinism		
Sherman Anti-Trust Act		

Key Individuals

Chapter 14, 15 & 16 Identifications

- In complete sentences, identify the following individuals. Some may be in the textbook, others you may have to use the internet.

1. Andrew Carnegie-

14. Alexander Graham Bell

2. John D. Rockefeller-

15. Henry Bessemer

3. Samuel Gompers-

16. Thomas Edison

4. Eugene V. Debs-

5. Jane Addams-

6. William M. Tweed-

7. Fredrick Law Olmstead-

8. Jacob Riis-

9. Orville & Wilbur Wright-

10. William Randolph Hearst-

11. Joseph Pulitzer-

12. Washington Roeblings-

13. George Eastman-

Chapter 14, 15 and 16 Timeline

Place the events and dates on the timeline below.

Central Park completed in NYC, National Labor Union Formed, Cincinnati Red Stockings become first professional baseball team, Henry Ford introduces the Model T, Gentlemen's Agreement, Jane Addams founds Chicago's Hull House, Wright Brothers lift off, Chinese Exclusion Act, Brooklyn Bridge is completed, Electric trolley first introduced, Daniel Burnham designs Flatiron building in NYC, Carnegie sells his company.

Contest Rules: Complete the 35 sentences by filling in the spaces with the words, names and terms from the following list. The winners of the contest will be the people with the most correct answers.

Refugee Relief Act	Canada	Literacy Test	Quota System	Old Immigration	mines	restricted
Melting pot	opportunity	Jobs	immigrant	undesirable	Gentlemen's Agreement	Italy
Cheap land	Skills and talents	Customs	Revolution	American	Write	Chinatown
naturalization	potato	religious	Build railroads	alien	themselves	Northern and western
United States	New immigration	English	population	1 million	Southern and Eastern	Chinese

1. An _____ is a person who enters a foreign country after leaving his homeland.
2. Millions of immigrants came to the United States looking for new _____ and a higher standard of living.
3. Many people wanted to escape _____ and political persecution in Europe
4. In the United States, newcomers found economic prosperity, democratic government, and _____.
5. More immigrants have come to the _____ than to any other country in the world.
6. Americans became a " _____ " in which the people and cultures of many countries were blended together.
7. At the time of the Revolutionary War, three out of every four Americans were descendants of _____ and Irish settlers.
8. Fewer than _____ people came to the United States between 1790 and 1840.
9. But during the 1840s and 1850s, more than 4 million immigrants arrived, nearly all of them from countries located in _____ Europe.
10. These newcomers from England, Ireland, Germany, and Scandinavian countries regarded America as a "land of _____."
11. Hundreds of thousands of Irish moved here as a result of _____ famine during the years 1845 and 1847.
12. An unsuccessful _____ in Germany in 1848 forced large numbers of people to flee for their lives.
13. The Irish, Germans, and others from Northern and Western Europe who came to the United States before 1885 made up what was known as the " _____."
14. The millions of immigrants who poured into the United States between 1885 and 1914 were primarily from _____ Europe.

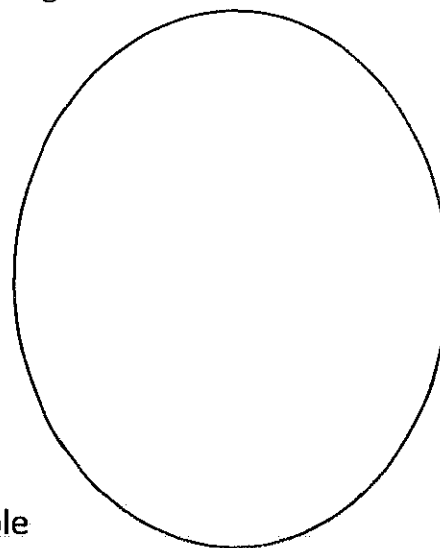
15. Most of these people were from Austria-Hungary, Poland, Russia, Greece, and _____.
16. This period of immigration from Southern and Eastern Europe after 1885 was called the "_____".
17. The immigrants helped dig canals, _____, and settle the West.
18. They took jobs in mills, _____, and factories.
19. Because they were anxious to earn money, immigrants often agreed to work for low wages, and took the hardest and most _____ jobs.
20. For a long time people were welcomed to the United States, but eventually many Americans thought that immigration should be _____.
21. There was a growing resentment of the newcomers because they kept wages down and took jobs away from _____ workers.
22. Instead of adopting American ways, many immigrants continued to speak their own language and follow their own _____.
23. They often lived apart in neighborhoods that had such nicknames as "Little Italy" and "_____".
24. The first law to limit immigration, passed by Congress during the 1880's, kept out criminals, insane people, and individuals who were unable to care for _____.
25. The Oriental Exclusion Acts halted _____ immigration during the 1880's.
26. Japanese immigration was reduced by the "_____ " between the U.S and Japan in 1907, then ended entirely in 1921.
27. Beginning in 1917, only people who could pass a _____, which proved they could read and write, were allowed to enter the United States.
28. After World War I, the United States government decided that the countries _____ was growing fast enough without adding a million or more immigrants each year.
29. Congress sharply reduced immigration by establishing a _____ that listed the number of people from each foreign country that could enter the United States each year.
30. The Immigration Quota Act of 1924, National Origins Act of 1929, and McCarran-Walter Act of 1952 continued the Quota system, but placed no limits on immigration from _____.
31. After World War II, Congress passed the Displaced Persons Act and _____ in order to accept large numbers of people fleeing from war-torn nations and Communist countries.
32. The quota system was done away with during the 1960's and replaced by a new law which: (a) permitted 120,000 immigrants each year from the Western hemisphere and 170,000 from other countries of the world (b) gave preference to refugees, people with special _____, and individuals with close relatives in the United States.
33. An immigrant has not yet become an American citizen is called an _____.

34. The process by which an alien becomes a U.S citizen is called an _____.
35. Among the many requirements for becoming a "naturalized citizen," a person must live in the United States for 5 years, show knowledge of United States history and government, and be able to read, _____, and speak English.

White Population by Nationality in 1790

The first census in the United States was taken in 1790. It showed that the population, not counting slaves, was made up of the following nationalities:

English 61%	Scotch-Irish 6%	French 2%
Irish 4%	German 9%	Others 7%
Scotch 8%	Dutch 3%	



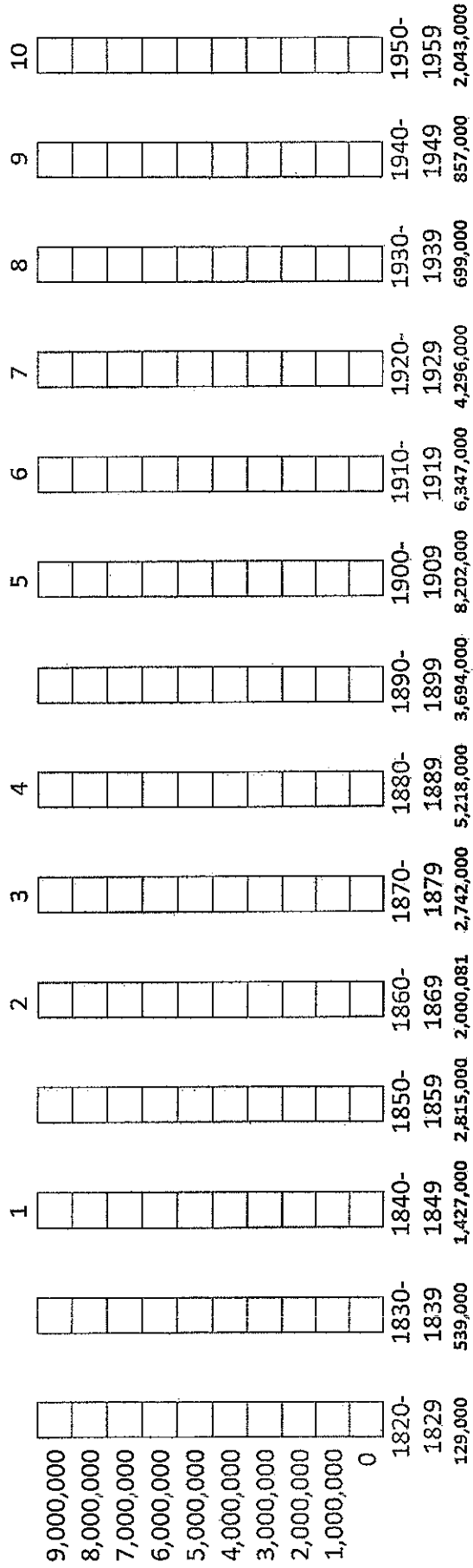
Construct a circle graph that shows the nationalities that lived in the United States in 1790. Write the nationalities and percentages on the graph. The answer the true-false questions below.

- (1) _____ Over half of these American people were of English origin.
- (2) _____ Twice as many people were Irish than Scotch.
- (3) _____ The overwhelming majority of people were immigrants of the descendants of immigration who came from Northern and Western Europe during "Old Immigration."
- (4) _____ These were more Germans than Dutch and French combined.
- (5) _____ The graph shows the countries that all of the people living in the United States came from.

Immigration: 1820-1959

- (1) Shade the bar graph to show the number of immigrants who came to the United States during each 10-year period from 1820-1959. Use the figures at the bottom of the page.
- (2) Historical events, economic conditions, and laws passed by Congress have affected the number of immigrants coming to the United States. Print the following information next to the corresponding numbers above the Graph. Number 1 has been done as an example.

- 1: Irish potato famine; 5: Great demand for industrial workers
 German revolution fails 6: World War I
 2: Civil War. 7: Emergency Quota Act; Immigration Quota
 3: Old Immigration from Northern And Western Europe nears end 8: Great Depression
 4: New Immigration from Southern And Eastern Europe beings as 9: World War II
 Workers are needed in U.S. 10: McCarran-Walter Act



True-False Questions

- (1) _____ Irish and German Immigrants came to American seeking religious freedom.
- (2) _____ beginning in the 1880's, most Of the immigrants who arrived in the United States were from southern and eastern Europe.
- (3) _____ Millions of immigrants came in search of jobs in the late 1800's and early 1900's.
- (4) _____ The Irish and Germans of the 1840's were part of the New Immigration.
- (5) _____ Immigration has slowed during Periods of war.
- (6) _____ The number of people coming to the United States declined because of the quota system during the 1930's because of a shortage of jobs in U.S.
- (8) _____ Immigration reached a peak in the early 1900's.

Map Exercises:

- (1) The chart below lists famous immigrants, the countries they were from, and the contributions they made to America. Write names of the immigrants and their accomplishments in the appropriate boxes on the map. Begin by putting Thomas Paine- wrote "Common Sense" on the first line under England.

Immigrant	Country	Contribution
Thomas Paine	England	Wrote "Common Sense"
Samuel Gompers	England	Founded the A.F of L.
Alexander Graham Bell	Scotland	Invented the telephone
Andrew Carnegie	Scotland	Steel manufacture
Victor Herbet6	Ireland	Composer of operas
John Peter Zenger	Germany	Freedom of the press
Albert Einstein	Germany	Scientist
Carl Schurz	Germany	Civil service reform
Enrico Fermi	Italy	Atomic physicist
Pierre L'Enfant	France	Planned Washington, D.C
Irving Berlin	Russia	Songwriter
Jacob Riis	Denmark	Social reformer
John Ericson	Sweden	Designed the "Monitor"
Knuta Rockne	Norway	Football coach

Large numbers of immigrants settled in the cities along the east coast of the United States. New York, Boston, Philadelphia, and other urban areas experienced dramatic gains in population. Ellis Island, in New York Harbor, became a famous immigration station where U.S officials examined more than 16 million aliens. The Statue of Liberty, located nearby on Liberty Island, served as a symbol of freedom, hope, and opportunity for the newcomers.

On the map:

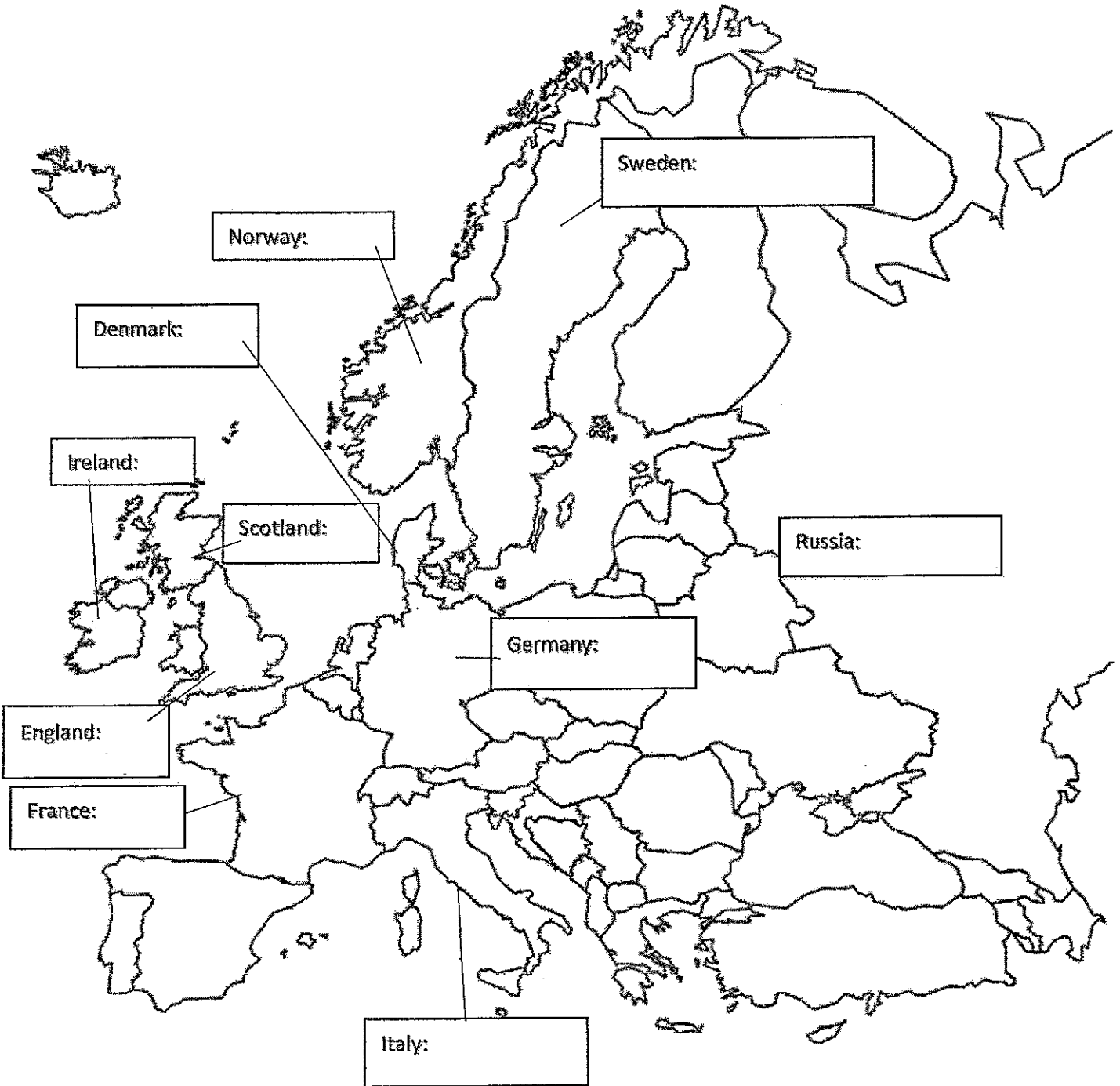
- (a) Next to number 1 print New York, the city with the most immigrants.
- (b) Next to number 2 print Boston; and number 3 Philadelphia.
- (c) Next to New York City print Ellis Island/Liberty Island and the Statue of Liberty.

Thought Question:

The American Museum of Immigration was built inside the base of the Statue of Liberty. It honors the more than 40 million immigrants who have sought a new life in the United States. On the outside of the base of the statue, a poem was inscribed that included these words:

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door."

In your own words, explain the meaning of these lines of poetry.



Guided 15 Section 2 The Challenges of Urbanization

A. As you read about the rapid growth of American cities in the late 19th and early 20th centuries, take notes to answer the questions below.

The People	Why were each group drawn to cities in the Northeast and Midwest?
1. Immigrants	
2. Farmers	
3. African Americans	

The Problem	What was done in response to each problem?
Lack of safe and efficient transportation	
Unsafe drinking water	
Lack of sanitation	
Fire Hazards	
Crime	

Name _____

Period _____

ELLIS ISLAND VIDEO ACTIVITY

1. Ellis Island is located where? _____
2. Ellis Island was designed to process how many people per day? _____
3. What was the economy class called? _____
4. In order to help, _____ organizations helped with language barriers and other problems.
5. The intent of Ellis Island was to _____ not reject people.
6. Difficulty breathing or an odd look on your face could result in _____.
7. What 2 body areas did the inspectors pay attention to? _____ and _____.
8. What were they looking for? _____
9. The Island's hospital offered the most advanced _____.
10. How many children died on the Island? _____.
11. An "X" in chalk meant _____.
12. How many feet does a horse have? _____.
13. In order to fail the mental exam, passengers had to fail the tests at least ___ times.
14. What lists did Ellis Island use to identify and question passengers? _____.
15. How many questions were passengers asked? _____.
16. The island was open ___ days a week.
17. Inspectors did not attempt to "Americanize" names. Instead names were generally changed why? _____
18. L.P.C. means what _____?
19. What group was looked at in particular? _____
20. In 1917, foreigners had to prove they were _____ in order to enter the U.S.
21. The kissing post is what? _____
22. What did many of these immigrants do for work once entering the U.S.? _____

Graphic Organizer

Chapter 16.1- Science and Urban Life

A. As you read about how technological changes at the turn of the 20th century affected American life, write notes in the appropriate boxes. Leave the shaded boxes blank.

	Who was involved in its development?	What other inventions helped make this one possible?	How did this invention development affect Americans lives?
Skyscraper			
Electric Transit			
Suspension Bridge			
Urban Planning			
Airmail			
Web-Perfecting Press			
Kodak Camera			

Adjusting to the Life in America

Read this passage and answer the questions that follow.

For Jewish immigrants newly arrived from Eastern Europe and crowded into the tenements of New York's Lower East Side, life in America could be terribly confusing. Though they had been persecuted in Europe, they had been able to rely on the support of other Jews, who shared their practices and beliefs. In America, however, they lived among people with different customs. Said one immigrant of his adjustment to life in America:

"No outsider can fully realize the... tragic gap which opens up in the soul of the immigrants when he discovers that what he has held... dear in the past is valueless... in the eye of his new neighbors."

Religious Jews found it difficult to observe such basic practices of their religion as not working on Saturday (the Jewish Sabbath) and following Jewish dietary laws. Jewish parents often had trouble convincing their children to follow these practices as well.

Even outdoor play could cause an immigrant parent to worry. In 1903 the Yiddish language newspaper *Forward* printed this



Class in the Essex Market School

Letter from one anxious father about his son's love of baseball. Fearing his son would turn into a "wild American runner," the father asked:

"What is the point of this crazy game? It makes sense to teach a child play dominoes or chess. But baseball?"

He paper's editor advised the father to let his son play ball as long as it did not interfere with his schooling. He tried to reassure the father by explaining:

"Baseball is played in the fresh air. The really wild game is football... and fights occur in football, but baseball is not dangerous. It is a mistake to keep children locked up in the house... Bring them up to be educated, ethical and decent, but also to be physically strong so they should not feel inferior."

For eastern European Jews, as for other newcomers, public schools took on the role of teaching immigrant children the values and social customs of America. In the process of "Americanizing" their students, teachers often made them feel ashamed of the language their parents spoke, their dress, and their religious beliefs. New ideas caused children to question the knowledge and authority of their parents.

As immigrant children grew older, it was no longer just baseball but many other issues that forced them to choose between traditional ways and the ways of their adopted home. Some young people found it easiest to act one way at home with their parents and another way on the street with their friends and in school. Sons and daughters faced the dual challenge of fitting into a new culture while still keeping close ties with the old.

Adjusting to Life in America- Review Questions

1. Why was adjusting to life in America confusing for many Jewish immigrants? _____

2. Why might it have been difficult for a Jewish immigrant family to observe the Sabbath as they had in their homeland? _____

3. What concern led the immigrant father to write to the *Forward*? _____

4. Why did American schooling tend to undermine the authority of the immigrant parents? _____

5. How did education contribute to tension and lack of communication between immigrant parents and their children? _____

6. **Critical Thinking** If you were an immigrant parent, and your children wanted to give up all customs and beliefs of your home country, what would you tell them? _____

THE GROWTH OF CITIES

The population of the cities of the United States grew dramatically in the late 1800's and early 1900's. This happened for two main reasons. First, large numbers of immigrants poured into the U.S. from southern and eastern Europe during the "New Immigration." Most of these newcomers settled in Chicago, Cleveland, New York, Philadelphia, Buffalo, and other American cities. It was also during these years that millions of people moved from rural farming areas to the cities. They hoped to find jobs and improve their standard of living. Many farm workers had been put out of work by new inventions that did much of the labor formerly done by hand. The expansion of business and industry during the "Machine Age" created millions of new jobs in cities.

In 1865 only 20% of the people in the United States lived in urban areas. But by 1910 this figure had jumped to nearly 50%. New York City had more than 6 million people. Chicago, Philadelphia, and Boston passed the one million mark. A total of 78 cities in 1900 had a population of 50,000 or more compared to just 16 in 1860. This tremendous urban growth was made possible by the expansion of the country's railroad system which permitted the shipment of huge quantities of food to cities.

The Ten Largest Cities: 1850-1910

The chart below shows the rapid growth of American cities between 1850 and 1910. Use the information to answer the questions at the bottom of the page. You may also want to use a map in your textbook or in an atlas that shows the location of major cities of the United States.

<u>1850</u>	<u>1880</u>	<u>1910</u>
1. New York, New York 620,000	1. New York, New York 2,500,000	1. New York, New York 6,500,000
2. Philadelphia, Pennsylvania 360,000	2. Philadelphia, Pennsylvania 950,000	2. Chicago, Illinois 2,475,000
3. Boston, Massachusetts 200,000	3. Chicago, Illinois 590,000	3. Philadelphia, Pennsylvania 1,950,000
4. Baltimore, Maryland 170,000	4. Boston, Massachusetts 550,000	4. Boston, Massachusetts 1,450,000
5. Cincinnati, Ohio 130,000	5. St. Louis, Missouri 400,000	5. Pittsburg, Pennsylvania 930,000
6. New Orleans, Louisiana 130,000	6. Baltimore, Maryland 375,000	6. St. Louis, Missouri 840,000
7. St. Louis, Missouri 78,000	7. Cincinnati, Ohio 340,000	7. San Francisco, California 690,000
8. Pittsburg, Pennsylvania 72,000	8. San Francisco, California 290,000	8. Baltimore, Maryland 675,000
9. Louisville, Kentucky 51,000	9. Pittsburg, Pennsylvania 275,000	9. Cleveland, Ohio 625,000
10. Albany, New York 50,000	10. New Orleans, Louisiana 225,000	10. Cincinnati, Ohio 575,000

The section of the country with the most large cities in 1850 was the _____ (Northeast, South, or West).

The city what moved the farthest up the top of the top ten rankings between 1850 and 1880 was _____.

The population of _____ rose sharply when the discovery of gold touched off a rush of settlers to the West Coast.

The number of people living in New York was more than 10 times greater in _____ than it was in 1850.

The _____ of New York, Philadelphia, Boston, and most other cities increased significantly during the late 1800's and early 1900's.

_____ (how many?) of the largest urban centers were in the South in 1910.

In 1910 _____ and San Francisco were the only top ten cities located west of the Mississippi River.

A City of the 1880's

Fill in the space with a yes if the description applies to a city of the 1880's. If the description refers to a city of today, write no in the space.

- _____ Office buildings, hotels; and apartment houses are no more than 5 to 6 stories
- _____ Tenements often lack fresh air, running water, and heat
- _____ Professional football, baseball, and basketball teams
- _____ Raw sewage and industrial waste flow into a nearby river
- _____ Political "machines" help immigrants in order to win their votes
- _____ Theaters, concerts, operas, museums and art galleries
- _____ Trolley cars, elevated railroads, and horse-drawn cars
- _____ A high percentage of foreign-born residents
- _____ Large numbers of people who have moved from rural areas
- _____ Most workers live within city limits
- _____ Zoos, amusement parks, race tracks, and recreational facilities
- _____ Includes people who have lost their jobs because of new farm inventions
- _____ Gas lamps and telegraph wires
- _____ Adequate supplies of pure water, regular garbage collections, and paved streets
- _____ Large buildings made of stone and brick instead of steel
- _____ Elevators, escalators, and skyscrapers
- _____ Thousands of recently arrived immigrants from southern and eastern Europe
- _____ Automobiles, trucks, buses, subways, airplanes, and helicopters
- _____ New buildings are constructed as part of "urban renewal" projects
- _____ Overcrowdings, epidemics, and polluted air
- _____ Brick and cobble stone streets
- _____ "Settlement houses" provide help for the poor
- _____ Politicians regularly accept bribes from businessman and real estate developers
- _____ Professional fire and police protection
- _____ Neon lights, shopping centers, and fast-food restaurants

TENEMENTS OF NEW YORK

JACOB RIIS

Jacob Riis learned about the slums of New York City while working as a newspaper reporter there during the late 1800's. His photographs and writings about the living conditions of the poor helped bring about social reform. The account which follows and describes the rundown tenement section of the city. Similar conditions were found in other urban centers across the United States.

In the July nights, when the tenements are like fiery furnaces, men and women lie restless in sweltering rooms, panting for air and sleep. Then every truck in the street, every crowded fire-escape, becomes a bedroom, preferable to any the house affords. A cooling shower on such a night is hailed as a heaven-sent blessing.

Life in the tenements in July and August spells death to an army of little ones whom the doctor's skill is powerless to save. Sleepless mothers walk the streets in the gray of the early dawn trying to stir a cooling breeze to fan to brow of the sick baby. Fifty "summer doctors," especially trained to this work, are then sent into the tenements by the Board of Health, with free advice and medicine for the poor. Devoted women follow in their track with care and nursing for the sick. Fresh-air excursions run daily out of New York on land and water; but despite all efforts the gravediggers work overtime, and the little coffins are stacked mountain high on the deck of the Charity Commissioners' boat when it makes its semi-weekly trips to the city cemetery.

Under the most favorable circumstances, an epidemic, which the well-to-do can afford to make light of as a thing to be got over or avoided by reasonable care, is excessively fatal among the children of the poor, by reason of the practical impossibility of isolating the patient in a tenement. An epidemic of the measles ravaged three crowded blocks in Elizabeth Street on the heels of the grippe last winter, and when it had spent its fury the death-maps in the Bureau of Vital Statistics looked as if a black hand had been laid across those blocks. There were houses in which as many as eight little children had died in five months.

I am satisfied from my own observation that hundreds of men, women, and children are every day slowly starving to death. Within a single week I have had this year three cases of insanity, provoked directly by poverty and want. One was that of a mother who in the middle of the night for up to murder her child, who was crying for food; another was the case of an Elizabeth Street truck-driver. With a family to provide for, he had been unable to work for many months. There was neither food, nor a scrap of anything upon which money could be raised left in the house; his mind gave way under the combined physical and mental suffering. In the third case I was just in time with the police to prevent a madman from murdering his whole family. He had the sharpened hatchet in his pocket when we seized him. He was an Irish laborer, and had been working in the sewers until the poisonous gases destroyed his health. Then he was laid off, and scarcely anything had been coming in all winter but the oldest child's earnings as cash-girl in a store, \$2.50 a week.

DOCUMENT ANALYSIS SHEET

NAME & DATE _____

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View

20

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
	Overall, what is the main idea of the document?	

Name _____
Period _____

Graphic Organizer
Chapter 16 Section 4
Pages 498-505

Question

Answer in COMPLETE SENTENCES

<p>Give examples of the turn-of-the-20th-century leisure activities and popular sports. Why was each activity important to society?</p>	
<p>What were the causes and effects of the spread of mass culture in the 19th century?</p>	
<p>How and why did the growth of cities change the way goods were sold?</p>	
<p>How was vaudeville theatre different from earlier minstrel shows?</p>	
<p>How did the first motion pictures differ from today's films?</p>	
<p>What musical forms were blended to form ragtime?</p>	

HINT - What new leisure activities were new options for citizens during this era? Why were they so popular?

Name _____


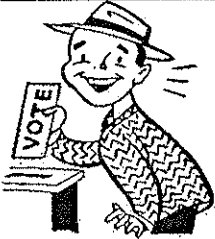

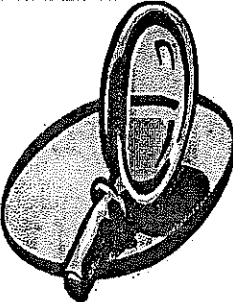

Period _____

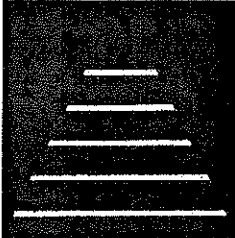
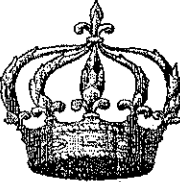

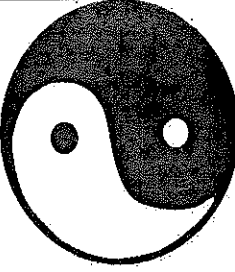

Big Business & Labor
Chapter 14 Sec 3
Pg 447-455

Heading	Question	Answer (COMPLETE SENTENCES)
Carnegie's Innovations & Business Strategies		
Social Darwinism		
Definition of Success		
Growth & Consolation		
Rockefeller & the "Robber Barons"		
Sherman Antitrust Act		
Boom bypasses the South		
Early Labor Organizing		
Craft Unionism		

Industrial Unionism		
Socialism & the IWW		
Labor Activism in the West		
Great Strike of 1877		
Haymarket Affair		
Homestead Strike		
Pullman Company Strike		
Women Organize		
Management & Government Pressure Unions		

History Themes: Immigration & Big Business

SYMBOL	THEME	QUESTION TO BE ANSWERED	EXAMPLES DEMONSTRATED IN UNIT
	<p>MODERN DAY RELEVANCE</p>	<p>HOW DOES THE PAST RELATE TO TODAY?</p>	<p>Events that effected how we live today? How does this affect us? What contributions or ideas do we get from this group or area? What they did differently than we do?</p>
	<p>CIVIC RESPONSIBILITY</p>	<p>WHAT IS THE CITIZEN'S ROLE IN SOCIETY?</p>	<p>What are the people suppose to do? What laws, rules, codes, unwritten expectations. Roles of women/men and children.</p>
	<p>SCIENCE AND TECHNOLOGY</p>	<p>HOW DOES SCIENCE AND TECHNOLOGY AFFECT SOCIETY?</p>	<p>Inventions, Advancements, things that effected today's world, how did they improve something?</p>
	<p>MULTIPLE PERSPECTIVES</p>	<p>HOW IS THE WORLD UNDERSTOOD FROM DIFFERENT POINTS OF VIEW?</p>	<p>How did groups of people see the society different? Ex. Slaves vs. rich Kings vs. Priests Workers vs. nobility Hunter gatherer vs. civilized man</p>
	<p>GEOGRAPHY</p>	<p>WHAT IS THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT?</p>	

	<p>ECONOMIC AND SOCIAL CLASSES</p>	<p>HOW DO MONEY AND RESOURCES AFFECT THE WAY PEOPLE LIVE?</p>	<p>What was the social class of the area or civilization? What defined each social class? How did they create wealth? What was their economic system? What resources did they have available to them?</p>
	<p>POWER</p>	<p>HOW DO GROUPS, NATIONS, AND INDIVIDUALS ATTAIN AND MAINTAIN POWER?</p>	<p>How did they use it? How did they get it/lose it/pass it on? What type of government? Did they get too much? People?</p>
	<p>CULTURE</p>	<p>HOW DO PEOPLE DEVELOP A WAY OF LIFE AND CO-EXIST WITH ONE ANOTHER?</p>	<p>Celebrations, food, clothing. Religion, music, tools, language, social. Customs, entertainment, holidays. Technology, government, values, attitudes, and gender roles.</p>
	<p>CONFLICT AND COOPERATION</p>	<p>HOW DO NATIONS, GROUPS, AND INDIVIDUALS SOLVE PROBLEMS AND OVERCOME DIFFERENCES?</p>	<p>What problems did they face? How did they fix or deal with them? Why did the problem exist? How did they work together to solve them?</p>
	<p>JUSTICE</p>	<p>HOW DO NATIONS, GROUPS, AND INDIVIDUALS DEVELOP AND MAINTAIN A CONCEPT OF RIGHT AND WRONG?</p>	<p>Rules, Laws, guidelines, punishments, safety. Justice system? Trials? Governments.</p>