worked in agriculture (11,770,000). In 1920 the largest number of people worked in manufacturing (11,190,000).
2. The number of agricultural workers increased by the greatest amount between 1870 and 1880. The number of manufacturing workers increased by the greatest amount between 1910 and 1920.
3. In 1900 agricultural workers accounted for 40.2 percent of the U.S. labor force. In 1900 manufacturing workers accounted for 20.3 percent of the U.S. labor force.
4. The number of workers in manufacturing jobs first exceeded the number of workers in agricultural jobs between 1910 and 1920.
5. The total number of workers increased between 1830 and 1920, indicating that the U.S. population rose substantially during those years. The number of manufacturing workers increased faster than the number of agricultural workers in the late 1800s and early 1900. By 1920 manufacturing workers outnumbered agricultural workers. This indicates that America was becoming more industrial at this time.

Social Studies Skills

Interpreting Literature as Historical Evidence

APPLY THE SKILL

1. Rebecca Harding Davis; The iron mills produce a dirty, depressing place to live.
2. "[Smoke] rolls sullenly in slow folds from the great chimneys of the iron-foundries, and settles down in black, slimy pools on the muddy streets." "The river, dull and tawny-colored . . . drags itself sluggishly along, tired of the heavy weight of boats and coal-barges." "I look on the slow stream of human life creeping past, night and morning, to the mills. Masses of men, with dull, besotted faces bent to the ground."
3. to show the depressing conditions of life in iron mill communities; it is meant to both inform and evoke an emotional response
4. They can learn about a reformer who was trying to improve life in the mills and may have exaggerated conditions as a way to raise awareness about this issue.

Writing for the SAT

Innovation

Student essays should be evaluated using the scoring rubric provided in the activity.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. a risk taker who uses his or her money and talents to launch new ventures
2. a list of people perceived as troublemakers who would not be hired in particular companies or industries
3. public transportation systems that carry large numbers of people and make fixed stops along established routes
4. oil prospectors
5. an economic system in which private businesses run most industries

COMPREHENSION AND CRITICAL THINKING

1. natural selection
2. transcontinental railroad
3. Haymarket Riot
4. Thomas Edison
5. vertical integration

REVIEWING THEMES

1. Answers will vary, but students might say that the Bessemer process relates to technology and innovation because it was a new technique for manufacturing steel.
2. Answers will vary, but students might say that the telegraph relates to technology and innovation because it provided a new way to communicate over long distances.
3. Answers will vary, but students might say that subway relates to technology and innovation because it offered a way to ease congestion on crowded city streets.

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SECTION 3

1. F; Slavery had already ended. Many African Americans moved west to avoid violence and oppression.
2. T
3. F; Turner argued that the existence of the frontier had made the United States distinctive.
4. T
5. T

Chapter Test, Form A

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. c

FILL IN THE BLANK

1. Hard-rock mining
2. reservations
3. ponies
4. bonanza farms
5. Pacific Railway Act

TRUE/FALSE

1. F
2. T
3. F
4. T
5. T

MATCHING

1. f
2. j
3. a
4. h
5. c
6. e
7. m
8. k
9. b
10. d

Chapter Test, Form B

SHORT ANSWER

1. The Morrill Act gave land to the states for state colleges for "agriculture and the mechanical arts." However, not all states built colleges. Many sold the land for cash to fund education. It was the first time that the federal government provided assistance for higher education.
2. A sod house was a home made out of strips or blocks of dense grass with the roots and soil attached. Sod houses were used in the Plains because there were no trees and sod provided shelter from the heat and cold in the treeless Plains.
3. The Chisholm Trail began in San Antonio, Texas, and ran north through Fort Worth, Texas, to Abilene, Kansas, and Ellsworth, Kansas. The trail was used to move cattle from range lands to major rail centers where they were shipped to cities in the East.
4. Cowboys believed that sheep ruined grass by eating the grass's roots.
5. The capture and imprisonment of the Apache leader Geronimo in 1886 marked the end of armed resistance in the Southwest. After that, all Native Americans were forced to live on reservations.

PRACTICING SOCIAL STUDIES SKILLS

1. Student answers may vary. A sample answer is that immigrants were often not prepared for the ordeal they would face on the frontier and were often taken advantage of.

Chapter 14: The Second Industrial Revolution

Section Quiz

SECTION 1

1. d
2. a
3. c
4. b
5. c

SECTION 2

1. f
2. i
3. j
4. a
5. b
6. m
7. d
8. h
9. g
10. k

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SECTION 3

1. Sherman Antitrust
2. Great Railroad
3. Haymarket Riot
4. sweatshops
5. Samuel Gompers
6. Xenophobia
7. Knights of Labor
8. Pullman
9. blacklists
10. Carnegie Steel

SECTION 4

1. T
2. T
3. F; Cities built mass transit systems to transport large numbers of people from place to place.
4. F; The same keyboard is still used with computers today.
5. T

Chapter Test, Form A

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. b

FILL IN THE BLANK

1. Bessemer process
2. Texas
3. robber barons
4. sweatshops
5. typewriter

TRUE/FALSE

1. T
2. F
3. F
4. T
5. T

MATCHING

1. i
2. m
3. j
4. c
5. f
6. k
7. l
8. e
9. b
10. h

Chapter Test, Form B

SHORT ANSWER

1. Any two of the following are acceptable: Increased steel production transformed the U.S. economy into a modern industrial economy; it enabled faster railroad expansion, and construction of taller buildings and bigger bridges.
2. Social Darwinists believed that inequalities were part of the natural order of society and that the fittest would and should survive; stronger people, businesses, and nations would become powerful and the weak would go under, and government should not interfere with this process.
3. The Sherman Antitrust Act made it illegal to form trusts that interfered with free trade. The act was vague and seldom enforced, and therefore ineffective.
4. Labor unions formed to combat long work hours, sweatshop conditions, child labor, dangerous work conditions, low wages, wage cuts, and pay inequalities.
5. Communications advances included the telegraph, telephone, and typewriter.

PRACTICING SOCIAL STUDIES SKILLS

1. Student answers may vary. A sample answer is that the Haymarket Riot began as a protest against police violence against strikers. When a bomb exploded in the midst of the protesters, police opened fire, killing 11 people. Media and officials focused attention on foreigners as the bombers, leading to an increase in xenophobia. Xenophobia is the distrust of foreigners.

Chapter 15: Life at the Turn of the 20th Century

Section Quiz

SECTION 1

1. F; The act only barred Chinese immigration for 10 years.
2. T

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Chapter 14: The Second Industrial Revolution

1. B
2. A
3. D
4. C
5. C
6. A
7. C
8. A
9. D
10. B
11. A
12. B
13. A
14. B
15. A
16. B
17. D
18. B
19. C
20. C
21. The journal entry should describe the methods of transportation and the differences between the city and the countryside and include details from daily life.

Chapter 15: Life at the Turn of the 20th Century

1. C
2. B
3. B
4. C
5. A
6. D
7. A
8. B
9. D
10. B
11. D
12. A
13. B
14. C
15. B
16. D
17. A
18. B
19. D
20. The essay should provide factual details about each group and organize them in a comparative manner. The essay should explain that immigrants met with discrimination from nativists, farmers faced severe economic problems, and African Americans dealt with segregation and discrimination.

Chapter 16: The Progressives

1. A
2. C
3. B
4. A
5. C
6. B
7. C
8. A
9. B
10. C
11. A
12. B
13. A
14. A
15. C
16. C
17. B
18. The letter should include specific information about each of the causes listed. The letter should be persuasive and explain either benefits or drawbacks of the Progressive cause.

Chapter 17: Entering the World Stage

1. B
2. C
3. B
4. D
5. A
6. B
7. D
8. A
9. B
10. C
11. A
12. C
13. B
14. D
15. C
16. D
17. B
18. B
19. The article should be factual and succinct. It should mention the de Lôme letter as well as the explosion of the USS *Maine* and explain the influence of yellow journalism.

Chapter 18: The First World War

1. B
2. D
3. B
4. A
5. D
6. B
7. C
8. A
9. B
10. C
11. A
12. D
13. B
14. A
15. D
16. B

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Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. a risk taker who uses his or her money and talents to launch new ventures
2. a list of people perceived as troublemakers who would not be hired in particular companies or industries
3. public transportation systems that carry large numbers of people and make fixed stops along established routes
4. oil prospectors
5. an economic system in which private businesses run most industries

COMPREHENSION AND CRITICAL THINKING

1. natural selection
2. transcontinental railroad
3. Haymarket Riot
4. Thomas Edison
5. vertical integration

REVIEWING THEMES

1. technology and innovation

Chapter Test

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. b

FILL IN THE BLANK

1. Bessemer process
2. Texas
3. robber barons
4. sweatshops
5. typewriter

TRUE/FALSE

1. T
2. F
3. F
4. T
5. T

MATCHING

1. h
2. l
3. i
4. c
5. f
6. j
7. k
8. e
9. b
10. g

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Vocabulary Builder

SECTION 1

Answers will vary, but should define the following terms: *Bessemer process, transcontinental railroad, wildcatter, Edwin L. Drake.*

1. Answer should be a complete sentence that includes the term *Bessemer process* and explains that steel was used because it was stronger, less brittle, and more easily shaped than iron.
2. Answers will vary, but should be a complete sentence that includes the term *wildcatter* and explains that the demand for kerosene drove Edwin L. Drake to drill for oil.
3. Answers will vary, but should be a complete sentence that includes the term *transcontinental railroad* and explains that the Union Pacific and the Central Pacific worked together to lay the track.

SECTION 2

1. Social Darwinism
2. horizontal integration
3. monopoly
4. T
5. F; Capitalism
6. T
7. T

SECTION 3

1. F; Sherman Antitrust Act
2. F; blacklists
3. T
4. T
5. T
6. Xenophobia
7. American Federation of Labor
8. sweatshops
9. Knights of Labor
10. blacklists

SECTION 4

1. Answers will vary, but should be a complete sentence that includes the term *mass transit* and explains that streetcars and subways were its two major forms.
2. Answers will vary, but should be a complete sentence that includes the term *telegraph* and mentions Samuel F.B. Morse.
3. a
4. d
5. Mass transit
6. telegraph

Section Quiz

SECTION 1

1. d
2. a
3. c
4. b
5. c

SECTION 2

1. f
2. i
3. j
4. a
5. b
6. l
7. d
8. h
9. g
10. k

SECTION 3

1. Sherman Antitrust
2. Great Railroad
3. Haymarket Riot
4. sweatshops
5. Samuel Gompers
6. Xenophobia
7. Knights of Labor
8. Pullman
9. blacklists
10. Carnegie Steel

SECTION 4

1. Orville and Wilbur Wright
2. Thomas Edison
3. mass transit systems
4. Christopher Latham Sholes
5. subways

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