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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5.They got the poorest land and could not afford the animals and supplies they needed in order to farm the land.

Challenge Activity

Students' reports might cover several angles. In some quarters it is a status symbol to own a vacation home on one's reservation. Students might also discuss problems on reservations, including poverty, unemployment, and alcoholism. They might also discuss the current trend of Indian-sponsored gambling casinos.

SECTION 2

Section Summary

1. $500 million
2. Supplies of minerals on the Earth's surface had worn out.
3. Mining became too expensive for individuals to do and big companies took over the industry.
4. could travel long distances without much water; could live on grass alone; immune to Texas fever
5. It allowed ranchers to fence in their land.

Challenge Activity

Students' lists should include mining equipment such as pans, picks, and shovels. They should also include various foodstuffs, clothing, lanterns, tents, etc.

SECTION 3

Section Summary

1. They had to build a home and farm the land for five years.
2. gave land to the states for agricultural colleges
3. It was the rush of thousands of settlers to claim land in Oklahoma in 1889.
4. white Americans from the East, African Americans from the South, and immigrants
5. They built sod houses or dugouts.

Challenge Activity

Students' ads should gloss over the hardships of settling the West and glamorize the difficulties. This is what the railroads' ads did. Make sure they also include details about the Homestead Act and possibly the Morrill Act.

Chapter 14: The Second Industrial Revolution

CHAPTER SUMMARY

1. Factories became larger and factory production grew.
2. Profits were massive.
3. New forms of business organization were created.
4. Conditions for workers were difficult.

SECTION 1

Section Summary

1. electrical
2. in Texas
3. It gave railroad companies thousands of acres of land.
4. made trade easier; provided jobs; used rails, which helped the steel industry grow; need for railcars gave a boost to train manufacturers

Challenge Activity

If, for example, it is 2:00 p.m. in the Eastern Time Zone, it is 1:00 p.m. in the Central Zone, 12:00 noon in the Mountain Zone, and 11:00 a.m. in the Pacific Zone

SECTION 2

Section Summary

1. by competition
2. stockholders own a corporation; they each own stocks, or shares, of the corporation
3. John D. Rockefeller; Andrew Carnegie; Cornelius Vanderbilt
4. They used catalogs to shop.

Challenge Activity

Students should be able to recognize that the catalog provides them with many different types of goods with more choices at different prices, and reaches people who do not have access to the store. All this creates more business for the merchant.

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SECTION 3

Section Summary

1. the inequality was growing; the rich got very rich and the poor stayed poor
2. 10 hours
3. to make their demands heard; to ask for better working conditions
4. Crowds of striking workers gathered in Chicago's Haymarket Square to protest police violence. Someone threw a bomb into the crowd. Then there was gunfire. Eleven people died.
5. fear of foreigners

Challenge Activity

This calls for an opinion. Students will have to decide if they would have wanted to join with co-workers to demand better wages or conditions, and whether they would be willing to face violence if it came to that. Students should also give an opinion on the U.S. government's behavior at that time and provide alternative ways that the government could have handled unions and their tactics.

SECTION 4

Section Summary

1. they were too big for people to walk everywhere; people needed local transportation
2. Kitty Hawk, North Carolina
3. a system using telegraphs to tap out patterns of long and short signals that stood for letters of the alphabet
4. so the most-used letters of the alphabet would not jam the early typewriter
5. phonograph; light bulb; electricity network to power the light bulbs; motion picture camera and projector

Challenge Activity

Students' designs can suit any kind of use they imagine. Students should back up their work with at least rough ideas of how their inventions would work and say how their inventions would help people today.

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

CHAPTER SUMMARY

1. Southern and Eastern Europe
2. political machines and corruption
3. Some people fought discrimination.
4. There were efforts to make reforms.

SECTION 1

Section Summary

1. Roman Catholic; Jews; Orthodox Christians
2. for a better life; to escape persecution and prejudice; to get away from poverty
3. in crowded cities, near others from their homeland
4. helped make it strong
5. made them go to separate schools

Challenge Activity

Students' posters should include information about the various displays and kinds of information in the museum.

SECTION 2

Section Summary

1. the elevator
2. New York City and Boston
3. they made it in industry and business
4. they lived in terrible poverty
5. taught immigrants English; job training; social activities such as clubs and sports

Challenge Activity

Students' reports should include information about Addams's life, especially the various social reforms with which she was involved.

SECTION 3

Section Summary

1. used jobs and favors to buy votes; hired men to vote several times in an election; demanded bribes and payoffs in exchange for contracts and jobs
2. Thomas Nast
3. The bosses could no longer promote whoever they liked.

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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. Answers will vary, but should include three words or descriptive phrases that describe the term *xenophobia*. Sample answers: fear of foreigners; Haymarket Riot helped to fan the flames
7. Answers will vary, but should include three words or descriptive phrases that describe the term *American Federation of Labor*. Sample answers: used strikes and other tactics; led by Samuel Gompers; won wage increases and shorter work weeks
8. Answers will vary, but should include three words or descriptive phrases that describe the term *sweatshop*. Sample answers: cramped workshops set up in shabby tenement buildings; common in the garment industry; led to some of the worst exploitation
9. Answers will vary, but should include three words or descriptive phrases that describe the term *Knights of Labor*. Sample answers: accepted unskilled workers, women, African Americans, and employers; campaigned for the eight-hour workday, the end of child labor, and equal pay for equal work; led by Terence V. Powderly
10. Answers will vary, but should include three words or descriptive phrases that describe the term *blacklist*. Sample answers: list of people perceived as troublemakers; used to keep from hiring certain workers

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. Answers will vary, but should include three words or descriptive phrases that describe the term *mass transit*. Sample answers: public transportation systems; carry large numbers of people; make regular stops along established routes; a result of cities growing larger in the 1800s
6. Answers will vary, but should include three words or descriptive phrases that describe the term *telegraph*. Sample answers: invented by Samuel F.B. Morse; sent messages over wires with electricity; tapped out patterns of long and short

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signals that stood for letters of the alphabet

Biography

C. F. Dowd

WHAT DID YOU LEARN?

1. confusion about differences in time from one place to another
2. An agricultural society is based on farming, so it makes sense that the system of time would be based on the sun to optimize daylight. Daylight is less of an issue in an industrialized society.

ACTIVITY

Answers will vary. Students should conduct research and write essays based on the concept of time in ancient civilizations. They should reflect on the relationship between the celestial bodies, time, religion, and culture in the ancient world.

Richard Warren Sears

WHAT DID YOU LEARN?

1. Sears offered a wide range of products at low prices. His advertising spoke the language of midwesterners and farmers. And he offered product guarantees and exceptional customer service.
2. The Sears catalog offered thousands of products and Sears would assist customers in ordering, or try to find products they wanted that weren't in the catalog. Money-back guarantees made people confident in buying from Sears. Because Sears bought directly from manufacturers he was able to offer products at lower prices.

ACTIVITY

Answers will vary. Students should compare and contrast early Sears' catalogs with current catalogs available in print form and online. They should prepare a chart with examples illustrating how the catalogs have changed over the years. They should also cite examples of how current catalogs still reflect the original values of Sears.

Harriet Hanson Robinson

WHAT DID YOU LEARN?

1. They worked as bobbin doffers, changing bobbins on the factory's machines.
2. A paycheck gave her freedom as a woman. She did not have to be dependent on a husband or family members.

ACTIVITY

Speeches will vary. Students should identify a law or rule in the school or community that should be changed. They should conduct research on the issue and identify evidence to support the changes they propose. Students should write a persuasive speech presenting their proposed solution to the class.

Elijah McCoy

WHAT DID YOU LEARN?

1. Trains had to be pulled out of service so they could be oiled.
2. McCoy's invention made it possible for railroads and factories to run machinery continuously, saving time and money.

ACTIVITY

Answers will vary. Students should write a brief paragraph describing one of McCoy's inventions. Paragraphs should explain the use and function of the invention, as well as its benefits.

Literature

Leaves of Grass

ANALYZING LITERATURE

1. Walt Whitman's repeated use of the word *singing* suggests celebration and joy in the work people do. His respect for workers is shown in the lines, "O you robust, sacred!/I cannot tell you how I love you;/All I love America for, is contained in men and women like you." This appears to say that it is the workers of America that make the country what it is.
2. All the occupations mentioned in the poems require physical labor, as evidenced by the occupation descriptions (e.g.,

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Chapter Review

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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

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SECTION 2

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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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