3.The United States has not treated all immigrants the same, and different immigration processing facilities had different roles in the immigration process and attitudes toward immigrants.

Focus on Writing

U.S. Policy on Inspection of Immigrants

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

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. literacy test
2. settlement house
3. Social Gospel
4. poll tax
5. racial etiquette
6. Jim Crow laws
7. Ellis Island
8. Angel Island

COMPREHENSION AND CRITICAL THINKING

1. b
2. a
3. a
4. b

REVIEWING THEMES

1. society and culture
2. politics
3. economics

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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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4. they charged farmers high rates
5. the currency had to be backed by silver as well as by gold

Challenge Activity

Students may cite the following as evidence: Oz was named for the abbreviation for ounce, the unit of measure for gold. The yellow brick road was the gold standard. Dorothy represented traditional American values. Toto was the Populist Party, who were also called the Teetotalers. The scarecrow represented farmers, the woodsman industrial workers, and the cowardly lion was William Jennings Bryan. The munchkins were the citizens of the East. The wicked witch of the East was Grover Cleveland, and the wicked witch of the West was William McKinley. The wizard was Marcus Hanna, the chairman of the Republican Party.

SECTION 4

Section Summary

1. poll tax, literacy test, grandfather clauses
2. Before this date only white men could vote. This meant poor or illiterate African Americans would not be allowed to vote.
3. *Plessy* v. *Ferguson*
4. They could get lynched.
5. 1924

Challenge Activity

Students' reports should include present-day opinions of Washington and Du Bois. They may include how these differ from opinions of the time.

Chapter 16: The Progressives

CHAPTER SUMMARY

1. settlement house movement, temperance movement
2. child labor laws, protective legislation for women and children, the Federal Reserve Act

SECTION 1

Section Summary

1. dangerous working conditions; poverty; corruption
2. Ida Tarbell, Lincoln Steffens, Jacob Riis
3. a fire at the Triangle Shirtwaist Company
4. voters could elect senators directly

Challenge Activity

Students should list child labor laws, fire safety laws, and recall, referendum, and initiative. They should explain what these are and how they affect their lives today.

SECTION 2

Section Summary

1. greater opportunities for education and employment
2. They believed alcohol caused crime, poverty, and violence.
3. Prohibition, civil rights, and women's suffrage
4. NWSA: constitutional amendment; AWSA: change state laws

Challenge Activity

Students' paragraphs should show an understanding that the right to vote empowers people and allows them to make changes that are supported by law. Students might speculate on what the home, school, workplace, and government would have been like if women's voices had not carried the power of the ballot box.

SECTION 3

Section Summary

1. Roosevelt was a progressive reformer.
2. used it to publicize and get support for important issues
3. The needs of workers, business, and consumers should be balanced.
4. He went after trusts and monopolies that sold bad products, competed unfairly, or corrupted public officials.
5. Muir thought all wilderness should be kept natural; Roosevelt thought some lands should be protected and other lands put to use.

Challenge Activity

Students' summaries may focus in depth on one or another area but should deal with Roosevelt's attempts to balance the needs of

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Vocabulary Builder

SECTION 1

1. Ellis Island
2. benevolent society
3. Gentlemen's Agreement
4. immigration
5. Answer should be a complete sentence that includes the term *Chinese Exclusion Act* and explains that the law banned Chinese immigration for 10 years and declared that none of the Chinese who were already in the U.S. could become citizens.
6. Answer should be a complete sentence that includes the term *Angel Island* and explains that conditions there were like those of a prison, with immigrants locked inside barracks to prevent their escape.
7. Answer should be a complete sentence that includes the term *literacy test* and explains that the bill called for immigrants to pass a test to see if they could read English. Supporters of the bill hoped that this would keep many immigrants out.

SECTION 2

1. Frederick Law Olmsted
2. Lillian Wald
3. Elisha Otis
4. Jane Addams
5. settlement house; answers will vary, but should define the term *settlement house*
6. Social Gospel; answers will vary, but should define the term *Social Gospel*

SECTION 3

1. F; Thomas Nast
2. F; Chester A. Arthur
3. National Grange; answers will vary, but should define the term *National Grange*
4. Populist Party; answers will vary, but should define the term *Populist Party*

SECTION 4

1. b
2. a
3. c
4. b
5. a
6. b
7. Answers will vary, but should include three words or descriptive phrases that describe the term *Jim Crow law*. Sample answers: law designed to create and enforce segregation; passed by southern state legislatures; discriminated against African Americans
8. Answers will vary, but should include three words or descriptive phrases that describe the term *poll tax*. Sample answer: tax levied by southern states to prevent poor African Americans from voting
9. Answers will vary, but should include three words or descriptive phrases that describe the term *lynching*. Sample answers: the murder of an individual, usually by hanging, without a legal trial; could be sparked by most minor offenses, or perceived offenses; caused many African Americans to lose their lives
10. Answers will vary, but should include three words or descriptive phrases that describe the term *racial etiquette*. Sample answers: strict rules of behavior between whites and blacks; emphasized the inferior position of blacks

Answers will vary, but should be a summary of what students learned in the section that includes at least five of the following terms: *debt peonage*, *grandfather clause*, *Jim Crow law*, *lynching*, *NAACP*, Plessy *v.* Ferguson, *poll tax*, *racial etiquette*, *consequence*.

Biography

Emma Lazarus

WHAT DID YOU LEARN?

1. to help raise money for the base of the Statue of Liberty
2. Answers will vary. Students should reflect on Lazarus's experience of prejudice as a Jew as well as the anti-Semitism happening in Europe. They should also review key phrases from her poem that appear in the biography. She writes with sympathy for the immigrants and with an understanding of what they will experience in America.

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SECTION 3

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

SECTION 4

1. poll tax
2. grandfather clauses
3. Jim Crow
4. unconstitutional
5. segregation
6. lynched
7. Booker T. Washington
8. W. E. B. Du Bois
9. debt peonage
10. Racial etiquette

Chapter Review

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3. a
4. b

REVIEWING THEMES

1. society and culture
2. politics
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Chapter Test

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. a

FILL IN THE BLANK

1. African Americans
2. segregation
3. benevolent societies
4. steerage
5. Chinese

TRUE/FALSE

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

MATCHING

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

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Section Quiz

SECTION 1

1. immigration
2. Europe
3. 1910
4. opposed
5. American

SECTION 2

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

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