



# CHAPTER

# 20

# Toward an Urban America

**1865–1914**

## Why It Matters

By 1914 as many Americans lived in cities as in rural areas. Between 1860 and 1910, the urban population of the nation grew from a little over 6 million people to more than 40 million.

## The Impact Today

During these years of urban growth, many aspects of modern city life emerged. Problems arose, such as poverty, crime, and inadequate housing, but benefits such as daily newspapers, libraries, and public parks appeared as well.



**The American Journey Video** The chapter 20 video, “Ellis Island: In the Shadow of Lady Liberty,” details the hardships immigrants faced when arriving in America.



**1871**

- Great Chicago fire

**1882**

- Chinese Exclusion Act passed

**1884**

- First skyscraper built in Chicago

**1886**

- Statue of Liberty dedicated



United States

PRESIDENTS

A. Johnson  
1865–1869



1865

Grant  
1869–1877



1875

Hayes  
1877–1881



Garfield  
1881



Arthur  
1881–1885



Cleveland  
1885–1889



1885

B. Harrison  
1889–1893



World

**1866**

- Transatlantic telegraph line successfully completed



**1889**

- Eiffel Tower erected

**1900**

- Freud's *Interpretation of Dreams* published

# FOLDABLES™

## Study Organizer

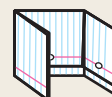
**Sequencing Events Study Foldable** Analyze and sequence key influences that led to the urbanization of the United States by making this foldable.

**Step 1** Fold a sheet of paper in half from side to side.

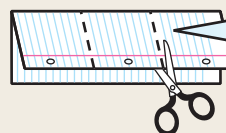


Fold it so the left edge lies about  $\frac{1}{2}$  inch from the right edge.

**Step 2** Turn the paper and fold it into thirds.

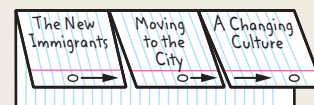


**Step 3** Unfold and cut the top layer only along both folds.



This will make three tabs.

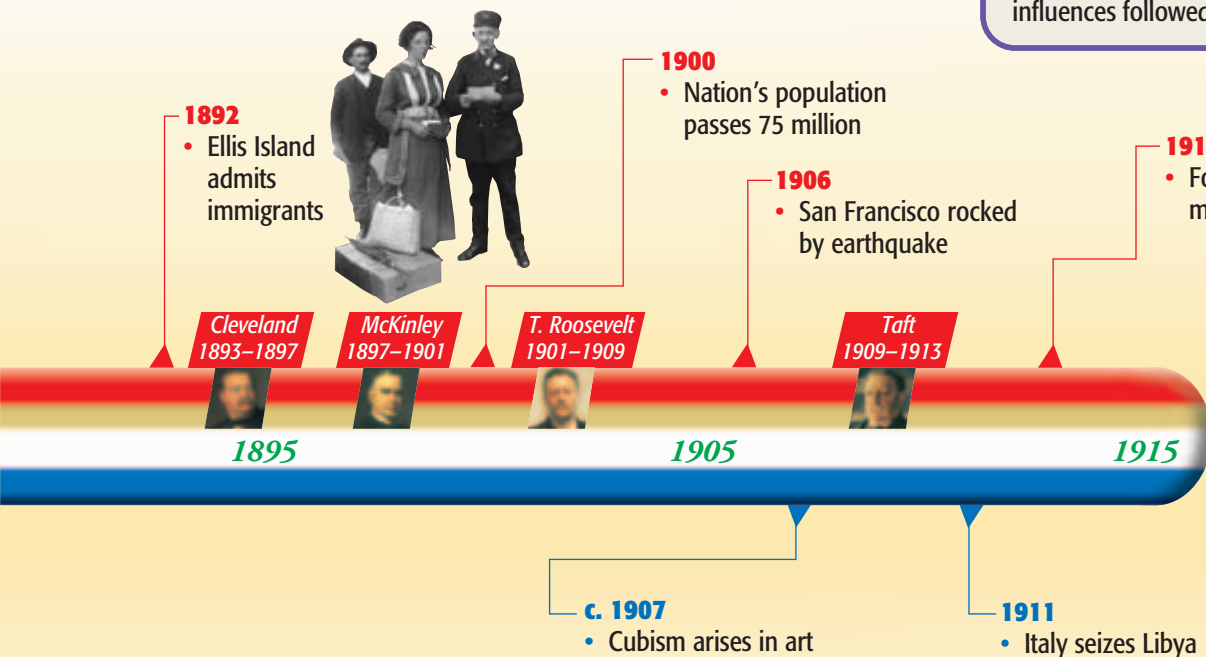
**Step 4** Label as shown.



**Reading and Writing** As you read the chapter, write information about these influences under the appropriate tabs. Think about how these influences followed and affected one another.



New York City, East Side, 1900 New arrivals crowded into America's cities and brought with them the cultural heritage of their homelands.



## HISTORY Online

### Chapter Overview

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# SECTION 1 The New Immigrants

## Guide to Reading

### Main Idea

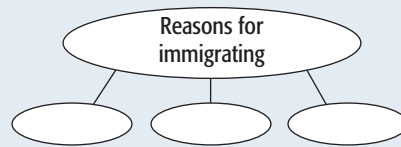
In the late 1800s and early 1900s, the pattern of immigration was changing.

### Key Terms

**emigrate, ethnic group, steerage, sweatshop, assimilate**

### Reading Strategy

**Analyzing Information** As you study Section 1, re-create the diagram below and write the reasons immigrants came to America.



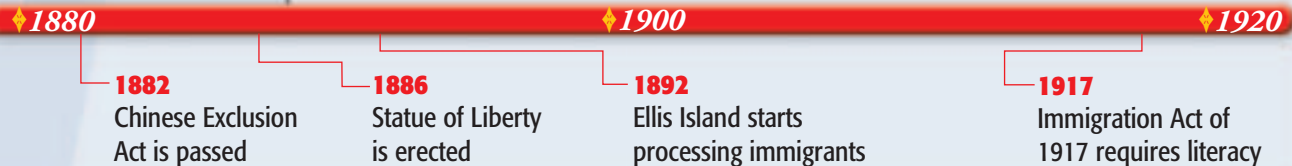
### Read to Learn

- what opportunities and difficulties immigrants found in the United States.
- how the arrival of new immigrants changed American society.

### Section Theme

**Culture and Traditions** The number of immigrants from southern and eastern Europe increased dramatically.

### Preview of Events



*Immigrant's ticket*

## AN American Story

In the 1870s two young brothers left Italy for America. "We were so long on the water that we began to think we should never get to America. . . . We were all landed on an island and the bosses there said that Francisco and I must go back because we had not enough money, but a man named Bartolo came up and told them that . . . he was our uncle and would take care of us. . . . We came to Brooklyn to a wooden house on Adams Street that was full of Italians from Naples. Bartolo had a room on the third floor and there were fifteen men in the room, all boarding with Bartolo. . . . It was very hot in the room, but we were soon asleep, for we were very tired."

## A Flood of Immigrants

Before 1865 most immigrants to the United States—except for the enslaved—came from northern and western Europe. The greater part of these "old" immigrants were Protestant, spoke English, and blended easily into American society. After the Civil War, even greater numbers of immigrants made the





journey to the United States. The tide of newcomers reached a peak in 1907 when nearly 1.3 million people came to America.

## ★ Geography

### New Immigration

In the mid-1880s the pattern of immigration started to change. Large groups of “new” immigrants arrived from eastern and southern Europe. Greeks, Russians, Hungarians, Italians, Turks, and Poles were among the newcomers. At the same time, the number of “old” immigrants started to decrease. By 1907 only about 20 percent of the immigrants came from northern and western Europe, while 80 percent came from southern and eastern Europe.

Many of the newcomers from eastern and southern Europe were Catholics or Jews. Few spoke English. Because of this, they did not blend into American society as easily as the “old” immigrants had. Many felt like outsiders, and they clustered together in urban neighborhoods made up of people of the same nationality.

After 1900 immigration from Mexico also increased. In addition many people came to the United States from China and Japan. They, too, brought unfamiliar languages and religious beliefs and had difficulty blending into American society.

## Leaving Troubles Behind

Why did so many people leave their homelands for the United States in the late 1800s and early 1900s? They were “pushed” away by difficult conditions at home and “pulled” to the United States by new opportunities.

Many people **emigrated**, or left their homelands, because of economic troubles. In Italy and Hungary, overcrowding and poverty made jobs scarce. Farmers in Croatia and Serbia could not own enough land to support their families. Sweden suffered major crop failures. New machines such as looms put many craft workers out of work.

Persecution also drove people from their homelands. In some countries the government passed laws or followed policies against certain **ethnic groups**—minorities that spoke different languages or followed different customs from those of most people in a country. Members of these ethnic groups often emigrated to escape discrimination or unfair laws. Many Jews fled persecution in Russia in the 1880s and came to the United States.

## Seeking Opportunity

Immigrants saw the United States as a land of jobs, plentiful and affordable land, and opportunities for a better life. Although some immigrants returned to their homelands after a few years, most came to America to stay.

### Picturing History

Immigrants arrive in New York Harbor from Hamburg, Germany, in 1906.

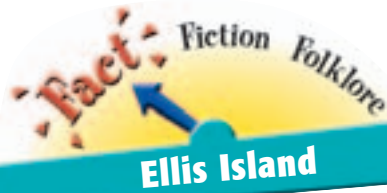
**Where did most immigrants to America come from after 1880?**

✓ **Reading Check** **Describing** Who were the “new” immigrants?



◀ **CONTENTS** ▶





**The first stop for millions of immigrants was Ellis Island.** About 12 million people passed through the Ellis Island immigration center between 1892 and 1954. The main building was reopened in 1990 as the Ellis Island Museum of Immigration. Located a short distance north of the Statue of Liberty in New York Harbor, Ellis Island stands as a memorial to the traditions of freedom and opportunity in America.

## The Journey to America

Immigrants often had a difficult journey to America. Many had to first travel to a seaport to board a ship. Often they traveled for hundreds of miles on foot or on horseback and through foreign countries to get to the port cities.

Then came the long ocean voyage to America—12 days across the Atlantic or several weeks across the Pacific. Immigrants usually could afford only the cheapest tickets, and they traveled in **steerage**—cramped, noisy quarters on the lower decks.

### The Statue of Liberty

Most European immigrants landed at New York City. After 1886 the magnificent sight of the **Statue of Liberty** greeted the immigrants as they sailed into **New York Harbor**. The statue, a gift from France, seemed to promise hope for a better life in the new country. On the base of the statue, the stirring words of **Emma Lazarus**, an American poet, welcomed immigrants from Europe:

“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-tossed to me,  
I lift my lamp beside the golden door!”

### Entering America

Bianca De Carli arrived from Italy in 1913 as a young girl. Many years later she remembered how she felt as her ship reached New York City:

“We all trembled because of the strangeness and the confusion. . . . Some were weak from no movement and exercise, and some were sick because of the smells and the unfresh air. But somehow this did not matter because we now knew it was almost over.”

Before the new arrivals could actually pass through the “golden door” to America, they had to register at government reception centers. In the East immigrants were processed at Castle Garden, a former fort on Manhattan Island, and after 1892 at **Ellis Island** in New York Harbor. Most Asian immigrants arrived in America on the West Coast and went through the processing center on **Angel Island** in **San Francisco Bay**.

Examiners at the centers recorded the immigrants’ names—sometimes shortening or simplifying a name they found too difficult to write. The examiners asked the immigrants where they came from, their occupation, and whether they had relatives in the United States. The examiners also gave health examinations. Immigrants with contagious illnesses could be refused permission to enter the United States.

**Reading Check** **Describing** How long did the ocean voyage across the Atlantic take?

## The Immigrant Experience

After passing through the reception centers, most immigrants entered the United States. Where would they go? How would they live? Some had relatives or friends to stay with and to help them find jobs. Others knew no one and would have to strike out on their own.

### Finding Work

An immigrant’s greatest challenge was finding work. Sometimes organizations in his or her homeland recruited workers for jobs in the United States. The organization supplied American employers with unskilled workers who worked unloading cargo or digging ditches.

Some of America’s fastest-growing industries hired immigrant workers. In the steel mills of Pittsburgh, for example, most of the





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**HISTORY**  
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**Student Web Activity**  
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common laborers in the early 1900s were immigrant men. They might work 12 hours a day, seven days a week.

Many immigrants, including women and children, worked in **sweatshops** in the garment industry. These were dark, crowded workshops where workers made clothing. The work was repetitious and hazardous, the pay low, and the hours long.


Pauline Newman, who later became an official in the International Ladies' Garment Workers Union, worked in a New York sweatshop as a child. She recalled:

“We started work at seven-thirty in the morning, and during the busy season we worked until nine in the evening. They didn't pay you any overtime and they didn't give you anything for supper money. Sometimes they'd give you a little apple pie if you had to work very late.”

### Adjusting to America

In their new homes, immigrants tried to preserve some aspects of their own cultures. At the same time, most wanted to **assimilate**, or become part of the American culture. These two desires sometimes came into conflict.

Language highlighted the differences between generations. Many immigrant parents continued to speak their native languages. Their children spoke English at school and with friends, but they also spoke their native language at home. On the other hand, the grandchildren of many immigrants spoke only English.

The role of immigrant women also changed in the United States, where women generally had more freedom than women in European and Asian countries. New lifestyles conflicted with traditional ways and sometimes caused family friction.  (See page 971 of the *Primary Sources Library* for one woman's account of leaving her native country.)

### Building Communities

Most of the new immigrants were from rural areas. Because they lacked the money to buy farmland in America, however, they often settled in industrial cities. With little or no education, they usually worked as unskilled laborers.

Relatives who had immigrated earlier helped new arrivals get settled, and people of the same ethnic group naturally tended to form

*Immigrant children learn American ways in the classroom.*



CONTENTS





# TWO VIEWPOINTS

## Should We Welcome or Prevent Immigration to Our Country?

Immigrants struggled to find their place in American society. They changed American society with customs from their cultures. Many Americans resisted these changes and warned against further immigration.

### San Francisco Real Estate Circular, September 1874

The Chinese come for a season only; and, while they give their labor, they do not [spend the money they earn] in the country. They do not come to settle or make homes . . . To compare the Chinese with even the lowest white laborers is, therefore, absurd.

Our best interests are suffering of these Asiatic slaves; we are trying to make them live decently while here, and to discourage their arrival in such numbers as to drive white laborers out of the country. . . .



Chinese immigrants

### Attorney Louis Marshall Speaks Out Against Limiting Immigration, 1924

In common with all other immigrants, those who have come from the countries sought to be tabooed [forbidden] have been industrious, and law-abiding and have made valuable contributions to our industrial, commercial and social development. . . .

To say that they are not assimilable argues ignorance. The facts show that they adopt American standards of living and that they are permeated [filled] with the spirit of our institutions. It is said that they speak foreign languages, but in those foreign languages they are taught to love our Government. . . .

### Learning From History

1. What did the writer from San Francisco seem to fear?
2. What did Louis Marshall claim about the immigrants' contributions?
3. What facts does Marshall use to support his view that the newcomers are "assimilable"?



Louis Marshall

communities. As a result neighborhoods of Jewish, Italian, Polish, Chinese, and other groups quickly developed in New York, Chicago, San Francisco, and other large cities.

The immigrants sought to re-create some of the life they had left behind. The communities they established revolved around a number of traditional institutions. Most important were the houses of worship—the churches and synagogues—where worship was conducted and holidays were celebrated as they had been in their homelands. Priests and rabbis often acted as community leaders.

The immigrants published newspapers in their native languages, opened stores and theaters, and organized social clubs. Ethnic communities and institutions helped the immigrants preserve their cultural heritage.

**Reading Check** Describing What is assimilation?

## Nativist Movement

Assimilation was also slowed by the attitudes of many native-born Americans. Although employers were happy to hire immigrant workers at low wages, some American-born workers resented the immigrants. These Americans feared that the immigrants would take away their jobs or drive down everyone's wages by accepting lower pay.

Ethnic, religious, and racial differences contributed to tensions between Americans and the new immigrants. Some Americans argued that the new immigrants—with their foreign languages, unfamiliar religions, and distinctive customs—did not fit into American society.



People found it easy to blame immigrants for increasing crime, unemployment, and other problems. The **nativist** movement, for example, had opposed immigration since the 1830s. Nativism gained strength in the late 1800s. Calls for restrictions on immigration mounted.

### New Immigration Laws

Lawmakers responded quickly to the tide of anti-immigrant feeling. In 1882 Congress passed the first law to limit immigration—the **Chinese Exclusion Act**. This law prohibited Chinese workers from entering the United States for 10 years. Congress extended the law in 1892 and again in 1902.

In 1907 the federal government and Japan came to a “gentleman’s agreement.” The Japanese agreed to limit the number of immigrants to the United States, while the Americans pledged fair treatment for Japanese Americans already in the United States.

Other legislation affected immigrants from all nations. An 1882 law made each immigrant pay a tax and also barred criminals from entering the country. In 1897 Congress passed a bill requiring immigrants to be able to read and write in some language. Although President Cleveland vetoed the bill as unfair, Congress later passed the **Immigration Act of 1917**, which included a similar literacy requirement.

### Support for Immigrants

Despite some anti-immigrant sentiment, many Americans—including **Grace Abbott** and **Julia Clifford Lathrop**, who helped found the Immigrants’ Protective League—spoke out in support of immigration. These Americans recognized that the United States was a nation of immigrants and that the newcomers made lasting contributions to their new society.

### Immigrants’ Contributions

The new immigrants supplied the country’s growing industries with the workers that were necessary for economic growth. At the same time, the new immigrants and their children—like the old immigrants before them—helped shape American life. They gave the nation its major religious groups—Protestants, Catholics, and Jews. As they became part of the society around them, they enriched that society with the customs and cultures and the language and literature of their homelands.

The effects of immigration were most visible in the cities, with their fast-growing ethnic neighborhoods. The flow of immigrants was one of the factors that transformed America’s cities in the late 1800s and the early 1900s.

 **Reading Check** **Explaining** What was the nativist movement?

## SECTION 1 ASSESSMENT

### Checking for Understanding

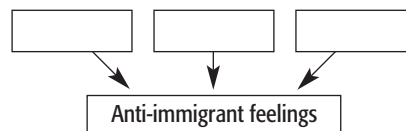
- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **emigrate, ethnic group, steerage, sweatshop, assimilate.**
- Reviewing Facts** Explain the difference between “old immigration” and “new immigration.”

### Reviewing Themes

- Culture and Traditions** What were some of the cultural differences that immigrants had to adjust to in the United States?

### Critical Thinking

- Drawing Conclusions** Why do you think some Americans blamed the “new” immigrants for many of society’s problems?
- Organizing Information** Re-create the diagram below and give three reasons why some Americans did not accept the new immigrants.



### Analyzing Visuals

- Picturing History** Select one of the photographs that appear in Section 1 and write a paragraph in which you describe the scene. Include a title for the photograph.

### Interdisciplinary Activity

**Art** Create a collage illustrating the origins of immigrants who came to the United States after 1880. Clip photographs from advertisements and newsmagazines to make your collage.





# NEW AMERICANS

**BETWEEN 1890 AND 1930** people viewed the United States as a land of opportunity because growing American industries were searching for workers. More than 20 million immigrants poured into the country. The largest groups came from southern, central, and eastern Europe. Immigrants came seeking jobs and freedom. They fled from crop failures, political repression, and military service.

## LIFE IN AMERICA

Most newcomers settled near other immigrants from their own country. The largest group, Italians, settled primarily in the Midwest and Northeast. They were escaping from a disastrous cholera epidemic and repeated crop failures. Although they had been farm workers in southern Italy, they settled in cities and found jobs building railroads, streets, and buildings, or selling produce. Many of the women went to work for the garment industry.

Poles, Czechs, Serbs, Croats, and Russians came seeking more freedom. Poles tended to form close-knit communities in the industrial cities of the Midwest and Northeast. For many of them life centered on the Catholic Church, and they sent their children to parochial schools. Women tended to establish boardinghouses or laundries. The men worked in steel mills and slaughterhouses.

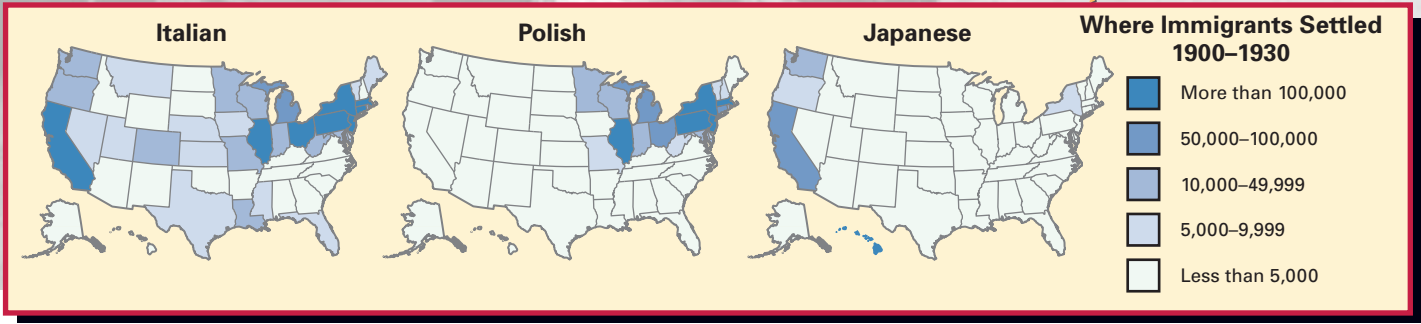
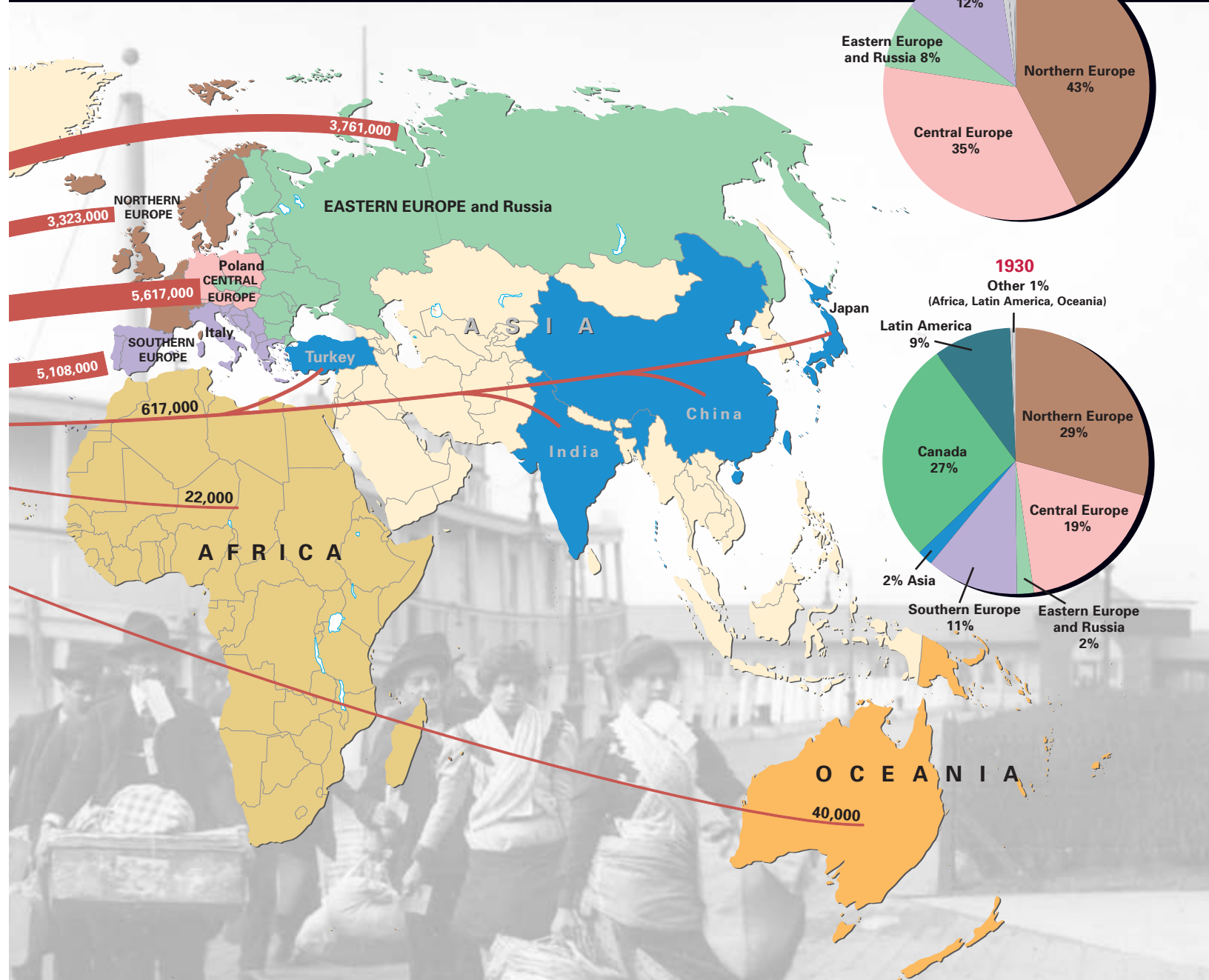
Japanese immigrants settled in Hawaii, California, and the Pacific Northwest. They found work in agriculture, forestry, and fisheries. Soon Japanese immigrants were growing 10 percent of California's produce.

The tide of immigration slowed in the early 1920s, when the government imposed new restrictions. Nevertheless, immigrants still continued to play an important role shaping American culture.



## LEARNING from GEOGRAPHY

1. Why do you think Italian, Polish, and Japanese immigrants settled where they did?
2. In what regions of the world did the number of emigrants change the most from 1890 to 1930?







# SECTION 2 Moving to the City

## Guide to Reading

### Main Idea

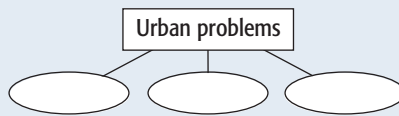
Cities in the United States expanded rapidly in the late 1800s.

### Key Terms

**tenement, slum, suburb, The Gilded Age, settlement house**

### Reading Strategy

**Analyzing Information** As you study Section 2, re-create the diagram below and list three serious problems facing American cities in the late 1800s.



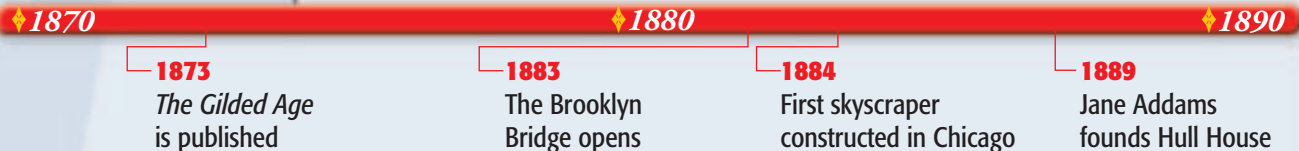
### Read to Learn

- how American cities grew and changed.
- what problems cities faced and how people tried to solve them.

### Section Theme

**Science and Technology** Many Americans left the nation's farms, hoping to make their fortunes in the cities.

### Preview of Events



## AN American Story



*Immigrant's suitcase and Bibles*

A train pulling into Chicago in 1884 carried a young passenger named Hamlin Garland. For Garland, who had grown up on a farm, the big city was a bewildering sight. Garland later became famous for his stories about the Midwest. In one novel he described his feeling of dismay when he first saw Chicago. "The mere thought of a million people stunned my imagination." Garland wondered, "How can so many people find a living in one place?"

## Growth of Cities

American cities grew rapidly after the Civil War. In 1870, one American in four lived in cities with 2,500 or more people. By 1910 nearly half of the American population were city dwellers. The United States was changing from a rural to an urban nation.

Immigrants played an enormous part in the growth of cities. In major urban centers such as New York, Detroit, and Chicago, immigrants and their children made up 80 percent or more of the population in 1890.



Native-born Americans also contributed to urban growth. Americans moved in huge numbers from farming areas to cities, looking for jobs.

The industrialization of America had changed work on farms. New farm machinery made it possible to produce crops, using fewer farmworkers. In addition women in rural areas no longer had to make clothing and household goods. These items, made by machine, could now be bought in stores or from catalogs. Freed from such chores, many women left farms to look for jobs in the cities.

African Americans also migrated to cities in large numbers. The vast majority of the country's African American population lived in the rural South in great poverty. Many African Americans began moving to Southern cities in search of jobs and to escape debt, injustice, or discrimination. After 1914 a large number of African Americans moved to Northern cities, which offered more jobs in industry and manufacturing than Southern cities did. Many African Americans also hoped to find less discrimination and violence in the North.

### Transportation and Resources

America's expanding railroad network fed the growth of the cities. Railroads helped people move to the cities, and they transported the raw materials for industry. Trains carried cattle to Chicago and **Kansas City**, making these cities great meatpacking centers.

Some cities flourished because of nearby resources. **Pittsburgh** developed rapidly as a center for iron and steel manufacturing because both iron ore and coal—to fuel the industry's huge furnaces—were found in the area.

Seaports such as **New York** and **San Francisco** developed as American trade with the rest of the world increased. In addition the immigrant population of these cities provided a large pool of workers who were available for low wages.

### Tenement Living

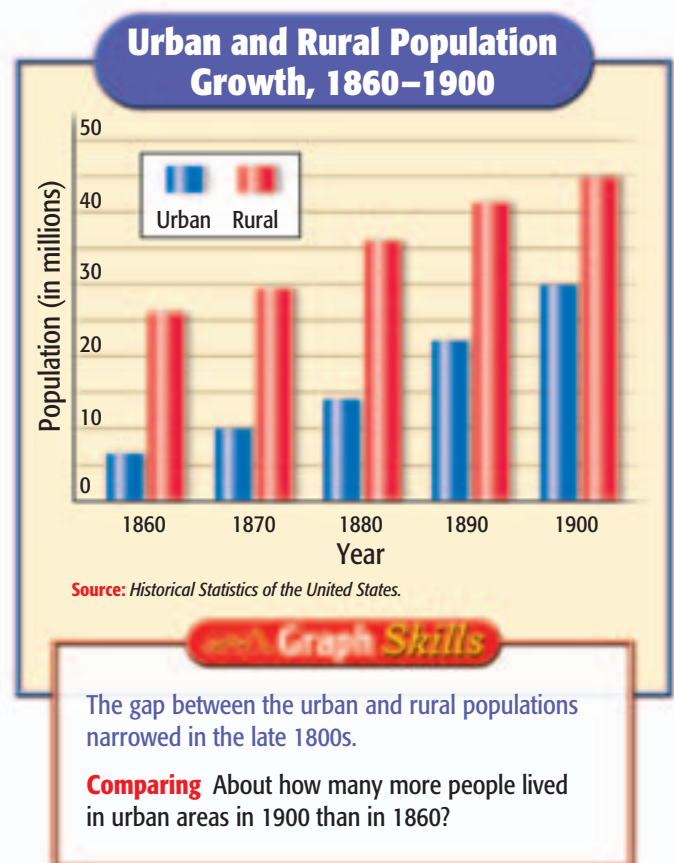
Cities were exciting places that offered jobs, stores, and entertainment. But there was also substandard housing and desperate poverty. People poured into the cities faster than housing could be built to accommodate them. In the

biggest, most crowded cities, the poorest residents—including most immigrants—lived in **tenements**. Originally a tenement was simply a building in which several families rented rooms. By the late 1800s, however, a tenement had come to mean an apartment building in the **slums**—poor, run-down urban neighborhoods.

Tenements had many small, dark rooms. One young immigrant from Poland spoke of living in the dimly lit rooms in the back of a New York City tenement:

“We would so like to live in the front, but we can't pay the rent. . . . Why, they have the sun in there. When the door is opened the light comes right in your face.”

Three, four, or more people lived in each room. Usually several families had to share a cold-water tap and a toilet. Few tenement houses had hot water or bathtubs. A government inspector wrote of the “filthy and rotten tenements” of the Chicago slums in 1896, where children filled “every nook, eating and sleeping in every windowsill, pouring in and out of every door.”







# People In History

Jacob Riis 1849–1914



Jacob Riis came to the United States from Denmark when he was 21. Riis worked as a reporter and photographer for New York City newspapers for 20 years. Many of his stories and pictures called attention to the living conditions in the poorer sections of the city. In 1890 Riis wrote *How the Other Half Lives*.

By taking pictures of the tenements, Riis was able to bring the terrible conditions of the slums to the attention of readers. His book helped establish housing codes to prevent the worst abuses.

When Theodore Roosevelt became the city's police commissioner, he asked Riis to present a reform

program. Through Riis's efforts, many playgrounds and parks were established in the city. Riis helped make others aware of the problems many urban Americans faced in their daily lives. In addition, he served as an example of what individuals could do to lessen these problems.

## Middle-Class Comfort

The cities also had a growing middle class. The middle class included the families of professional people such as doctors, lawyers, and ministers. An increasing number of managers and salaried office clerks also became part of the middle class.

The middle class enjoyed a comfortable life. Many families moved from cities to the **suburbs**, residential areas that sprang up outside of city centers as a result of improvements in transportation. There they lived in houses with hot water, indoor toilets, and—by 1900—electricity. Middle-class families might have one or two servants and the leisure time to enjoy music, art, and literature.

## The Gilded Age

At the top of the economic and social ladder stood the very rich. The wealthy lived very different lives from most Americans. They built enormous mansions in the cities and huge estates in the country. Some homes, such as those of J.P. Morgan and Henry Clay Frick in New York City, are now museums.

In these mansions, the rich lived lives of extreme luxury, throwing enormous parties and dinners. In 1883 Alva and William Kissam Vanderbilt gave a party for more than 1,000 guests at their New York mansion. The party was estimated to have cost \$75,000 for food and entertainment, which is equal to about \$1.3 million today.

Mark Twain and Charles Dudley Warner published a novel in 1873 called *The Gilded Age*. The name—which refers to something covered with a thin layer of gold—became associated with America of the late 1800s. **The Gilded Age** suggested both the extravagant wealth of the time and the terrible poverty that lay underneath.

 **Reading Check** **Describing** Why was tenement living difficult?

## Cities in Crisis

The rapid growth of the cities produced serious problems. The terrible overcrowding in tenement districts created sanitation and health problems. Garbage and horse manure accumulated in city



streets, and the sewers could not handle the flow of human waste. Filth created a breeding ground for diseases, which spread rapidly through the crowded districts.

Fires were an ever-present threat. About 18,000 buildings were destroyed and 100,000 Chicagoans lost their homes in the Chicago fire of 1871. Two years later, Boston experienced a devastating fire.

### Health and Crime Problems

In a poor Chicago neighborhood in 1900, babies often died of whooping cough, diphtheria, or measles before their first birthday. A section of New York was called the “lung block” because so many residents had tuberculosis.

In an effort to control disease, New York City began to screen schoolchildren for contagious diseases and to provide visiting nurses to mothers with young children. The city also established public health clinics for those who could not pay for medical care.

The poverty in the cities inevitably led to crime. Orphaned and homeless children sometimes resorted to picking pockets and other minor crimes to survive. Gangs roaming the poor neighborhoods committed more serious crimes. **Jacob Riis** reported:

“The gang is an institution in New York. The police deny its existence while nursing the bruises received in nightly battles with it. . . . The gang is the ripe fruit of tenement-house growth. It was born there.”

### Seeking Solutions

The problems of the cities did not go unnoticed. Many dedicated people worked to improve urban life and help the poor.

Religious groups aided the poor. Some religious orders helped the poor in orphanages, prisons, and hospitals. Organizations such as the **YMCA** (Young Men’s Christian Association) and **YWCA** (Young Women’s Christian Association) offered recreation centers where city youngsters could meet and play.

The poor also received assistance from establishments called **settlement houses**. The settlement house movement had spread to the

United States from Britain. Located in poor neighborhoods, settlement houses provided medical care, playgrounds, nurseries, and libraries as well as classes in English, music, and arts and crafts. Settlement workers—mostly women—also tried to get better police protection, garbage removal, and public parks for poor districts.

One of the most famous settlement houses was Chicago’s **Hull House**, founded by **Jane Addams** in 1889. Addams explained:

“We were ready to perform the humblest neighborhood services. We were asked to wash the new-born babies, and to prepare the dead for burial, to nurse the sick, and to ‘mind the children.’”



*Jane Addams*

**Reading Check Explaining** What purpose did settlement houses serve?

## The Changing City

Urban growth led to important new developments. In the late 1800s, cities saw the introduction of a new type of building, new kinds of public transportation, and public parks.

### Building Up—Not Out

Because of the limited space in cities, imaginative architects began building upward rather than outward. In the 1860s architects started to use iron frames to strengthen the walls of buildings. Iron supports—together with the safety elevator that **Elisha Otis** invented in 1852—made taller buildings possible.

In 1884 **William LeBaron Jenney** constructed a 10-story office building in Chicago. Supported by an iron-and-steel frame, it was the world’s first **skyscraper**. Architect **Louis Sullivan** gave style to the skyscraper. “It must be every inch a proud and soaring thing, rising



*The Woolworth building was designed and built to be the tallest building in the world.*

in sheer exultation,” he said. Sullivan and his colleagues changed the face of America’s cities. Soon people built even higher structures. New York’s **Woolworth Building**, completed in 1913, soared an incredible 55 stories—792 feet (241 m) high. People called the building the Cathedral of Commerce.

### New Designs

Some people looked to reshape the urban landscape. A group known as the “City Beautiful” movement believed city dwellers should be able to enjoy the beauties of nature. **Frederick Law Olmsted**, a leader in this movement, designed New York’s Central Park as well as several parks in Boston.

In 1892 and 1893, Chicago hosted a World’s Fair on fairgrounds designed by Olmsted. The Fair revealed that American architecture was dynamic and original. The best architects thoroughly understood European styles and adapted them for modern use. The firm of

McKim, Mead, and White used the Italian Renaissance style in its design for the Boston Public Library. Henry Richardson adapted styles from ancient Rome in his design for churches, libraries, and even department stores.

### New Forms of Transportation

As cities grew, people needed new means of transportation. Mark Twain complained in 1867 that

“New York is too large. You cannot accomplish anything . . . without devoting a whole day to it. . . . The distances are too great.”

Streetcars, which horses pulled on tracks, provided public transportation at the time. Horses were slow, however, and left piles of manure. In 1873 San Francisco began construction of cable-car lines. A large underground cable powered by a motor at one end of the rail line moved passengers along. In 1888 Richmond,





Virginia, pioneered the use of the trolley car, a motorized train that was powered by electricity supplied through overhead cables. By the turn of the century, the trolley was everywhere. In 1897, Boston opened the nation's first subway, or underground railway. In 1904, New York City opened the first section of what was to become the largest subway system in the world.

Another improvement that helped transportation was the paving of streets. During most of the 1800s, city streets remained poorly paved. For example, although the rapid growth of Cleveland, Ohio, made that city an important urban center, most of its streets were nothing more than sand and gravel. Other cities used wood blocks, brick, or cobblestone, all of which were bumpy, noisy, and hard to repair. The growing use of asphalt—a by-product of petroleum refining—beginning in the 1890s made city streets smoother and quieter.

### Building Bridges

Bridge construction provided another improvement in urban transportation. Many American cities were divided or bounded by rivers. Using new construction technology, architects and engineers designed huge steel bridges to link sections of cities. The 520-foot (156-m) **Eads Bridge** across the Mississippi River in St. Louis opened in 1874. Ten years later



### Skyscrapers

**The Empire State Building is the world's tallest building.** That was once true, but no longer. By 1931 the Empire State Building dwarfed all other buildings in the world at 102 stories. Today the nation's tallest building is the Sears Tower in Chicago. It is 1,450 feet (442 m) high and has 110 stories.

New York's majestic **Brooklyn Bridge**, 1,600 feet (488 m) long, connected Manhattan and Brooklyn. Both bridges remain in use today.

The new forms of transportation not only helped people travel within the cities, but they also helped the cities grow. Middle-class suburbs developed along train or trolley lines stretching away from city centers. People who moved out of the city centers could easily travel downtown to work or shop.

The increase in immigration and the growth of the cities went hand in hand with other changes in American life. Education, culture, and recreation were changing too.

**Reading Check Summarizing** What new forms of urban transportation were developed?

## SECTION 2 ASSESSMENT

### Checking for Understanding

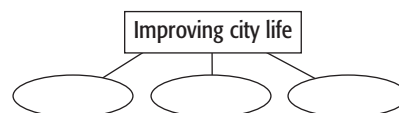
- Key Terms** Use the vocabulary terms that follow to write a paragraph about life in the cities: **tenement**, **slum**, **suburb**, **settlement house**.
- Reviewing Facts** Who founded Hull House?

### Reviewing Themes

- Science and Technology** What improvements in transportation helped cities and suburbs grow?

### Critical Thinking

- Analyzing Information** How did the efforts of religious groups help those living in poverty?
- Summarizing Information** Re-create the diagram below and describe three efforts made to improve living conditions in the cities.



### Analyzing Visuals

- Graph Skills** According to the graph on page 591, what was the range of urban population between 1890 and 1900? About how many more people lived in rural than in urban areas in 1860?

### Interdisciplinary Activity

**Art** Draw the front of a postcard that shows a scene of an American city in 1900. On the reverse side, write a note that an immigrant may have sent home to relatives.



# Social Studies SKILLBUILDER

## Reading a Line Graph

### Why Learn This Skill?

Graphs are a way of showing numbers visually, making them easier to read and understand. Graphs are often used to compare changes over time or differences between places, groups of people, or related events.

### Learning the Skill

On a line graph, numbers usually appear along the left side of the graph, or the vertical axis. Time is usually shown along the bottom of the graph, or the horizontal axis. A line on the graph shows whether the numbers go up or down over time. Sometimes a graph contains more than one line to record two or more related quantities.

To read a line graph, follow these steps:

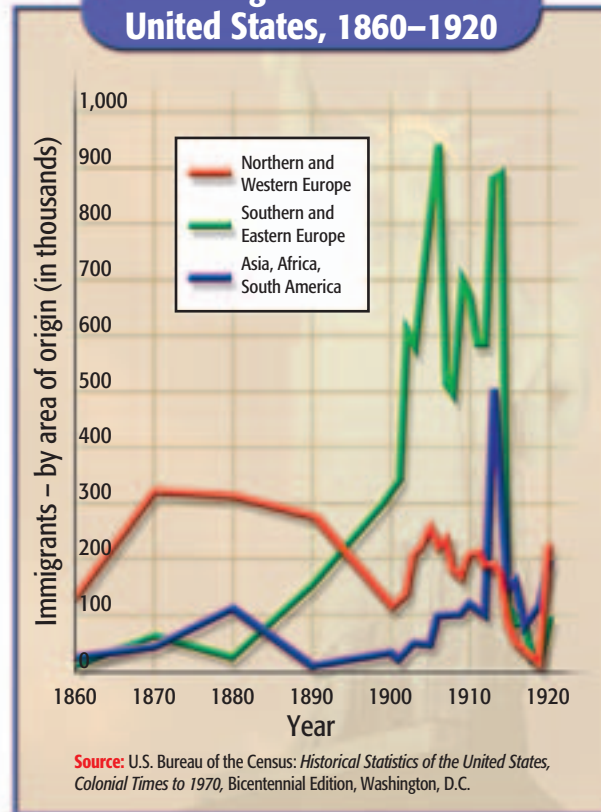
- Read the title of the graph.
- Read the information on the horizontal axis and the vertical axis.
- Study the points where the line intersects the grid on the line graph. This step tells you what amount existed at a given time.
- Study the changes over time that the line on the graph illustrates. Look for increases, decreases, and sudden shifts.
- Draw conclusions from the statistics presented. What trends or patterns appear?

### Practicing the Skill

Study the line graph on this page and answer the following questions.

- 1 What is the subject of this line graph?
- 2 What information is presented on the horizontal axis? On the vertical axis?
- 3 In about what year did immigration from northern and western Europe peak?

Immigration to the  
United States, 1860–1920



- 4 In about what year was immigration from Asia, Africa, and South America the lowest?
- 5 During what two decades did immigration from southern and eastern Europe peak?

### Applying the Skill

**Making a Line Graph** Keep track of the number of hours you spend on homework each day for a one-week period. Chart the information on a line graph.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.



## SECTION 3

# A Changing Culture

### Guide to Reading

#### Main Idea

The states worked to expand and improve the system of education.

#### Key Terms

land-grant college, yellow journalism, realism, regionalism, ragtime, vaudeville

#### Reading Strategy

**Classifying Information** As you study Section 3, re-create the diagram below and describe the achievements of the persons listed.

	Achievements
John Dewey	
George Washington Carver	
Mary Cassatt	
Scott Joplin	

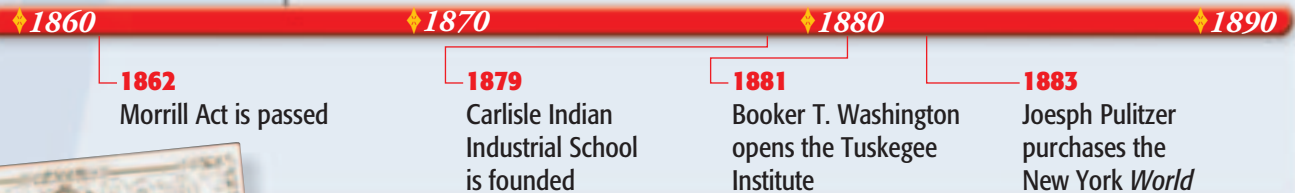
#### Read to Learn

- how education became more widely available.
- how Americans spent their leisure time.

#### Section Theme

**Continuity and Change** A distinctive American culture was developing that affected many parts of American life.

#### Preview of Events



A student's award

## AN American Story

Mary Antin, a young girl who came to the United States from Russia in 1894, never forgot her first day of school. "Father himself conducted us to school. He would not have delegated that mission to the president of the United States." For her father, Mary explained, education was "the essence of American opportunity, the treasure no thief could touch, not even misfortune or poverty. . . . The door stood open for every one of us."

### Expanding Education

Most Americans in 1865 had attended school for an average of only four years. Government and business leaders and reformers believed that for the nation to progress, the people needed more schooling. Toward the end of the 1800s, the "treasure" of education became more widely available to Americans.

By 1914 most states required children to have at least some schooling. More than 80 percent of all children between the ages of 5 and 17 were enrolled in elementary and secondary schools.





## Public Schools

The expansion of public education was particularly notable in high schools. The number of public high schools increased from 100 in 1860 to 6,000 in 1900, and increased to 12,000 in 1914. Despite this huge increase, however, many teenagers did not attend high school. Boys often went to work to help their families instead of attending school. The majority of high school students were girls.

The benefits of a public school education were not shared equally by everyone. In the South many African Americans received little or no education. In many parts of the country, African American children had no choice but to attend segregated elementary and secondary schools.

## Progressive Education

Around 1900 a new philosophy of education emerged in the United States. Supporters of this “progressive education” wanted to shape students’ characters and teach them good citizenship as well as facts. They also believed children should learn through the use of “hands-on” activities. These ideas had the greatest effect in elementary schools.

**John Dewey**, the leading spokesperson for progressive education, criticized schools for overemphasizing memorization of information. Instead, Dewey argued, schools should relate learning to the interests, problems, and concerns of students.

## Higher Education

Colleges and universities also changed and expanded. An 1862 law called the **Morrill Act** gave the states large amounts of federal land that could be sold to raise money for education. The states used these funds to start dozens of schools called **land-grant colleges**. Wealthy individuals also established and supported colleges and universities. Some schools were named for the donors—for example, Cornell University for Ezra Cornell and Stanford University for Leland Stanford.

# What *Life* Was Like...

## School Days

### On the Bus

Students line up for a ride to school in Fresno, California. Few schools were lucky enough to have their own buses in the early 1900s. Not until 1939 were national standards for school buses adopted, including the color “school-bus yellow” to promote visibility and safety.



### Women and Higher Education

In 1865 only a handful of American colleges admitted women. The new land-grant schools admitted women students, as did new women’s colleges—Vassar, Smith, Wellesley, and Bryn Mawr—founded in the late 1800s. By 1890 women could attend a wide range of schools, and by 1910 almost 40 percent of all American college students were women.



## Crossing Guard

A New York City police officer guides students on their way to school in 1899. By the early 1900s, the police provided this service in many communities.

## Bookmobile

Librarians attempted to provide reading material to rural communities. Here, a traveling library makes book deliveries in Washington County, Maryland.



## Writing

By 1900, the Palmer method of penmanship was taught everywhere. In the Palmer method, some capital letters were no longer written separately, and entire words could be completed before the pen was lifted to cross a "t" or dot an "i." Writing sets included ink bottles like this one. Its double covers prevented evaporation and protected against leakage.



## The Classroom

Students observe an experiment and take notes during science class in 1900.

## Elementary Students

The classroom was the major place where immigrant children learned American ways.

## Minorities and Higher Education

Some new colleges, such as Hampton Institute in Virginia, provided higher education for African Americans and Native Americans. Howard University in Washington, D.C., founded shortly after the Civil War, had a largely African American student body. By the early 1870s, Howard offered degrees in theology, medicine, law, and agriculture. Prominent graduates of Howard include Thurgood Marshall, who later became a justice of the Supreme Court, writer Toni Morrison, and political scientist Ralph Bunche, the first African American to win the Nobel Peace Prize.

One Hampton Institute student, **Booker T. Washington**, became an educator. In 1881 Washington founded the **Tuskegee Institute** in Alabama to train teachers and to provide practical education for African Americans. As a result of his work as an educator and public speaker, Washington became influential in business and politics.

In 1896, scientist **George Washington Carver** joined the Tuskegee faculty. His research transformed agricultural development in the South. From the peanut, which was formerly of little use, Carver developed hundreds of products, including plastics, synthetic rubber, shaving cream, and paper.





*These two photographs of a young Navajo, Tom Torlino, show how his appearance changed a short time after he entered the Carlisle Indian School.*

## Schools for Native Americans

Reservation schools and boarding schools also opened to train Native Americans for jobs. The Carlisle Indian Industrial School in Pennsylvania was founded in 1879, and similar schools opened in the West. Although these schools provided Native Americans with training for jobs in industry, they also isolated Native Americans from their tribal traditions. Sometimes, boarding schools were located hundreds of miles away from a student's family.

 **Reading Check** **Comparing** What did the colleges Bryn Mawr, Vassar, and Smith have in common?

## A Nation of Readers

As opportunities for education grew, a growing number of Americans became interested in reading. Public libraries opened across the nation, and new magazines and newspapers were created for the reading public.

### Public Libraries

In 1881 **Andrew Carnegie**, the wealthy steel industrialist, made an extraordinary announcement. He pledged to build a public library in any city that would agree to pay its operating costs. In the next 30 years, Carnegie donated more than \$30 million to found more than 2,000 libraries throughout the world. With gifts from Carnegie and others, and the efforts of state and local governments, every state in the Union established free public libraries.

## Spreading the News

Technological advances in printing, paper making, and communications made it possible to publish a daily paper for a large number of readers. The growing cities provided readers for the newspapers.

In 1883 **Joseph Pulitzer** purchased the *New York World* and created a new kind of newspaper. The paper grabbed the reader's attention with illustrations, cartoons, and sensational stories with huge, scary headlines—such as “ANOTHER MURDERER TO HANG.” Under Pulitzer's management, the *World* built up its circulation to more than one million readers every day.

Other newspapers soon imitated Pulitzer's style. **William Randolph Hearst's** *New York Morning Journal* became even more successful than the *World*, attracting readers by exaggerating the dramatic or gruesome aspects of stories. This style of sensational writing became known as **yellow journalism**—a name that came from the paper's popular comic strip, “The Yellow Kid.”

Ethnic and minority newspapers thrived as well. By 1900 there were six daily Jewish-language newspapers operating in New York City. African Americans started more than 1,000 newspapers between 1865 and 1900.

More magazines took advantage of printing improvements and mass circulation techniques to reach a national market. Between 1865 and 1900, the number of magazines in the United States rose from about 700 to 5,000. Some magazines of that era—the *Atlantic Monthly*, *Harper's Magazine*, and *Ladies' Home Journal*—are still published today.

## Changes in Literature

Many writers of the era explored new themes and subjects. Their approach to literature was called **realism** because they sought to describe the lives of people. Related to realism was **regionalism**, writing that focused on a particular region of the country.

**Mark Twain** was a realist and a regionalist. Many of his books, including *Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*, are set along the Mississippi River, where Twain grew up.





**Stephen Crane** wrote about city slums in *Maggie* and about the Civil War in *The Red Badge of Courage*. In books such as *The Call of the Wild* and *The Sea Wolf*, **Jack London** portrayed the lives of miners and hunters in the far Northwest. **Edith Wharton** described the joys and sorrows of the upper-class Easterners in *The House of Mirth* and *The Age of Innocence*.

**Paul Laurence Dunbar**, the son of former slaves, wrote poetry and novels that used the dialects and folktales of Southern African Americans. Dunbar was one of the first African American writers to gain fame worldwide.

Paperback books appeared for the first time in the late 1800s, and these inexpensive books helped expand the reading public. Many paperbacks featured lively adventure tales or stories of athletic boys and girls.

**Horatio Alger** wrote a successful series of young adult books with such titles as *Work and Win* and *Luck and Pluck*. Based on the idea that hard work and honesty brought success, Alger's books sold millions of copies.

 **Reading Check** **Explaining** What is regionalism?

## Art, Music, and Leisure

For most of the 1800s, the work of American artists and musicians reflected a European influence. After the Civil War, Americans began to develop a distinctively American style.

### American Artists

Some American painters pursued realist themes. **Thomas Eakins** painted the human anatomy and surgical operations. One of Eakins's students, **Henry Tanner**, depicted warm family scenes of African Americans in the South. **Frederic Remington** portrayed the American West, focusing on subjects such as cowhands and Native Americans. **Winslow Homer** painted Southern farmers, Adirondack campers, and stormy sea scenes. **James Whistler's** *Arrangement in Grey and Black*, commonly known as "Whistler's Mother," is one of the best-known American paintings. **Mary Cassatt** was influential in the French Impressionist school of

painting. Impressionists tried to capture the play of light, color, and patterns as they made immediate impressions on the senses.

### Music in America

More distinctively American kinds of music were also becoming popular. Bandleader **John Philip Sousa** composed many rousing marches, including "The Stars and Stripes Forever." African American musicians in New Orleans in the late 1800s developed an entirely new kind of music—jazz. **Jazz** combined elements of work songs, gospel music, spirituals, and African rhythms. Related to jazz was **ragtime** music. For about 20 years, beginning around the turn of the century, ragtime—with its complex rhythms—was the dominant force in popular music. One of the best-known ragtime composers is **Scott Joplin**. He wrote "Maple Leaf Rag" and many other well-known works.

The symphony orchestras of New York, Boston, and Philadelphia—all founded before 1900—were among the world's finest. Great singers and conductors came from all over the world to perform at New York's Metropolitan Opera House.

### Leisure Time

Although sweatshop workers labored long hours for six or even seven days a week, middle-class people and even some factory workers enjoyed increasing amounts of leisure time.

#### **History Through Art**

*Girls with Lobster* by Winslow Homer Homer painted scenes of people enjoying the New Jersey and New England seashores. **What themes did many American painters represent in their works?**





Unlike round-the-clock farmwork, professional and industrial jobs gave people hours and even days of free time. Americans developed new forms of recreation.

A favorite leisure-time activity for many people was watching and following sports. Baseball became the most popular **spectator sport** in America. By the turn of the century, both the National and American Leagues had been founded—each made up of teams from major cities. Their games drew large crowds of enthusiastic fans, and in 1903 the first World Series was held.

Another popular spectator sport was football, which developed from the English game of rugby. By the 1890s college games were drawing huge crowds.

Basketball, invented by Dr. James Naismith of Springfield, Massachusetts, also became popular. Naismith developed the game in the 1890s as an indoor winter sport for the boys in his YMCA physical education classes. Considered the only major sport that is completely American in origin, basketball soon spread to other countries.

Americans not only watched but also participated in sports. Tennis and golf were enjoyed by the wealthy, usually in exclusive private clubs. Bicycling grew in popularity after the “safety” bicycle was developed. Older bicycles had

metal-rimmed wheels—a large one in front and a small one in back—while the new ones had two air-filled rubber tires of the same size.

These improvements helped bicycle riding take the country by storm. One romantic song celebrated the bicycle:

“It won’t be a stylish marriage,  
I can’t afford a carriage,  
But you’ll look sweet on the seat of a  
bicycle built for two.”

Large cities had many theaters. Plays performed ranged from serious dramas by Shakespeare to **vaudeville** shows, which were variety shows with dancing, singing, comedy, and magic acts. Many people could afford the price of a ticket, and in the early 1900s, vaudeville offered the most popular shows in town. The circus also attracted large crowds. In 1910 the United States had about 80 traveling circuses.

Thomas Edison invented “moving pictures” in the 1880s. The “movies” soon became enormously popular. Some theaters, called nickelodeons, charged five cents to see short films. The nickelodeons were the beginning of today’s film industry.

**Reading Check** **Describing** What elements made up jazz music?

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Key Terms** Use each of these terms in a complete sentence that will help explain its meaning: **land-grant college**, **yellow journalism**, **realism**, **regionalism**, **ragtime**, **vaudeville**.
- Reviewing Facts** Summarize the new philosophy of education that emerged around 1900.

### Reviewing Themes

- Continuity and Change** What sparked an increase in the number of newspapers, magazines, and books in the late 1800s?

### Critical Thinking

- Determining Cause and Effect** Explain the connection between leisure time and the development of the arts.
- Analyzing Information** Re-create the diagram below and describe the work of each of these writers.

Writer	Description of work
Horatio Alger	
Stephen Crane	
Edith Wharton	

### Analyzing Visuals

- Picturing History** Look at the pictures of classrooms that appear in the section. In what ways are they similar to and in what ways are they different from classrooms today?

### Interdisciplinary Activity

**Art** Create your own moving pictures by making a series of drawings (that build on one another) on 2-inch by 4-inch slips of paper. Staple the slips of paper together on one side, then flip through them slowly to view your motion picture.



# America's LITERATURE

## Mark Twain (1835–1910)



Mark Twain, who was born Samuel Langhorne Clemens in 1835, spent his early life in Hannibal, Mis-

souri. There he became a printer and later a riverboat pilot. So much did he love life on the Mississippi River that he later chose a pen name that would link him with the river forever. "Mark twain!" was a river call meaning "two fathoms," or that the water was deep enough for safe passage.

## READ TO DISCOVER

Mark Twain's boyhood dreams and memories are the sources of *Life on the Mississippi*. As you read this excerpt, think about the importance of the riverboat's arrival to the town and to young Twain.

## READER'S DICTIONARY

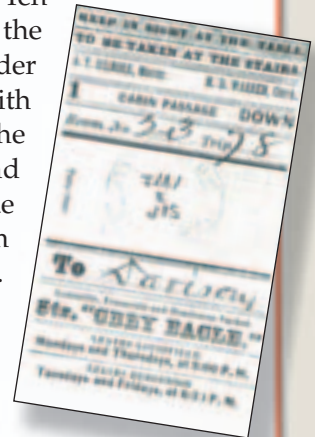
**packet:** boat that carries mail, passengers, and freight at fixed times over a fixed route  
**Keokuk:** town at the southeastern tip of Iowa  
**drayman:** driver of a dray—a low sturdy cart with removable sides

## Life on the Mississippi

When I was a boy, there was but one permanent ambition among my comrades in our village on the west bank of the Mississippi River. That was, to be a steamboatman. . . .

Once a day a cheap, gaudy **packet** arrived upward from St. Louis, and another downward from **Keokuk**. Before these events, the day was glorious with expectancy; after them, the day was a dead and empty thing. Not only the boys, but the whole village, felt this. After all these years I can picture that old time to myself now, just as it was then: the white town drowsing in the sunshine of a summer's morning; the streets empty, . . . the magnificent Mississippi, rolling its mile-wide tide along, shining in the sun; . . . Presently a film of dark smoke appears . . . ; instantly a . . . **drayman**, famous for his quick eye and prodigious voice, lifts up the cry, "S-t-e-a-m-boat a-comin'!" and the scene changes! . . . [A]ll in a twinkling the dead town is alive and moving. Drays, carts, men, boys, all go hurrying from many quarters to a common center, the wharf. Assembled there, the people fasten their eyes upon the coming boat as upon a wonder they are seeing for the first time. And the boat is rather a handsome sight, too. . . . [T]he captain stands by the big bell,

calm, imposing, the envy of all; great volumes of the blackest smoke are rolling and tumbling out of the chimneys; . . . the captain lifts his hand, a bell rings, the wheels stop; then they turn back, churning the water to foam, and the steamer is at rest. Then such a scramble as there is to get aboard, and to get ashore, and to take in freight and to discharge freight, all at one and the same time; . . . Ten minutes later the steamer is under way again, with no flag on the jack-staff and no black smoke issuing from the chimneys. After ten more minutes the town is dead again. . . .



## ANALYZING LITERATURE

- 1. Recall and Interpret** What major event takes place once a day?
- 2. Evaluate and Connect** Why is the event so important?

## Interdisciplinary Activity

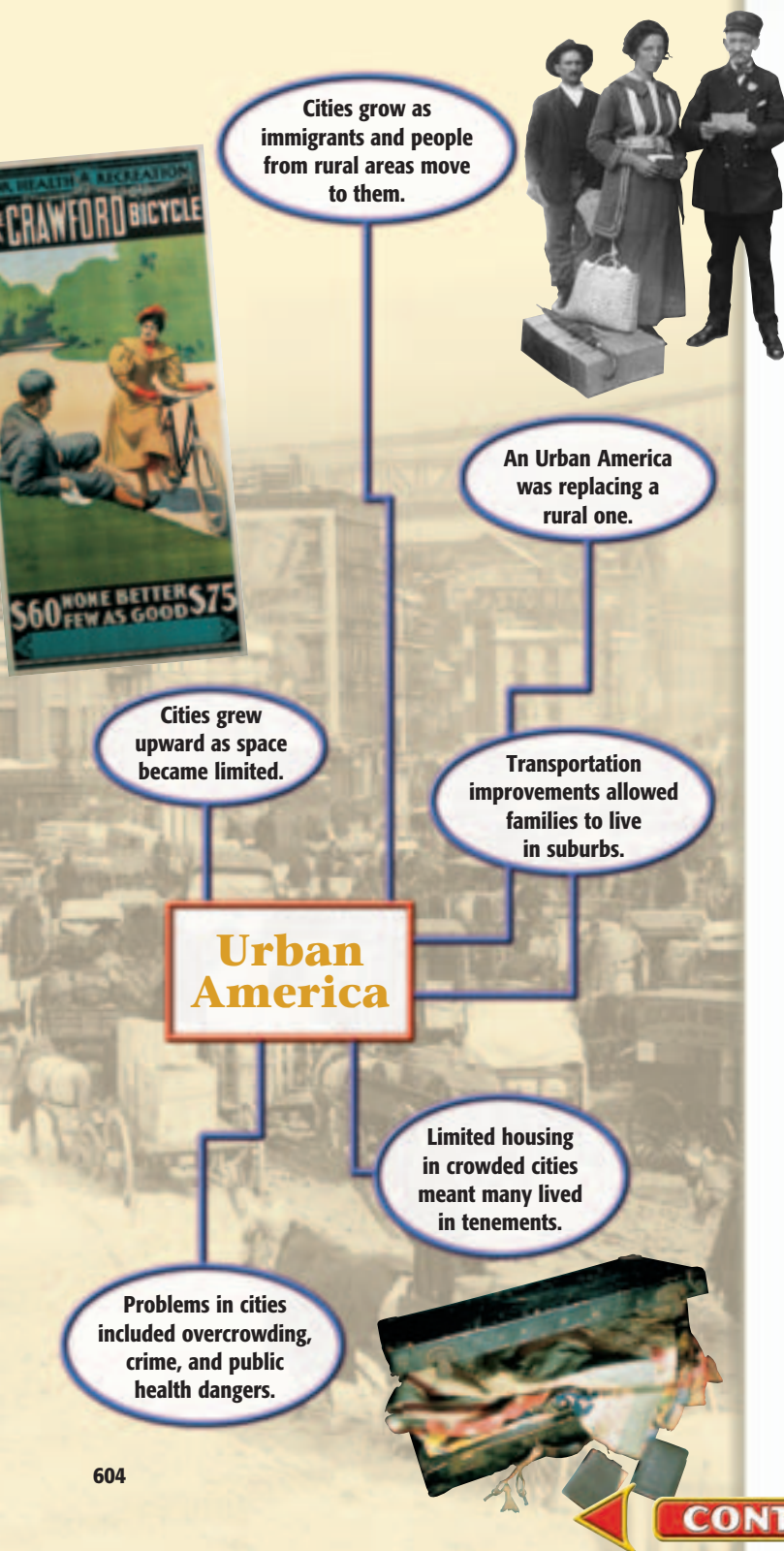
**Art** Read again Twain's descriptions. Then draw a picture of one of these scenes. Be sure to add details that reflect Twain's words.



# CHAPTER 20

## ASSESSMENT and ACTIVITIES

### Chapter Summary Toward an Urban America



#### Reviewing Key Terms

On a sheet of paper, define the following terms.

1. ethnic group
2. tenement
3. settlement house
4. yellow journalism
5. ragtime
6. assimilate

#### Reviewing Key Facts

7. What did nativist groups try to do?
8. What was the purpose of the Morrill Act?
9. What project did Andrew Carnegie fund?

#### Critical Thinking

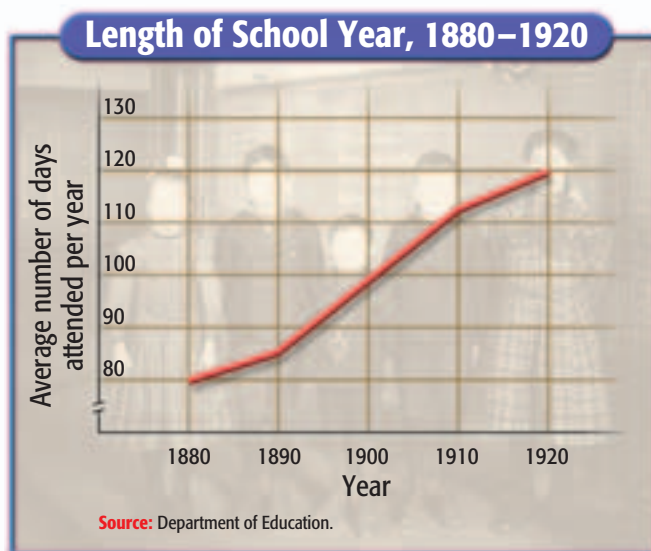
10. **Analyzing Information** What new styles of writing did American authors adopt during this period?
11. **Drawing Conclusions** Re-create the diagram below and describe three ways newcomers to America tried to preserve their culture.

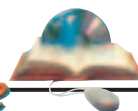


#### Practicing Skills

**Reading a Line Graph** Study the line graph below and answer the questions that follow.

12. What was the average number of school days in 1920?
13. What trend is shown in this line graph?





**Self-Check Quiz**

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 20—Self-Check Quizzes** to prepare for the chapter test.



**Geography and History Activity**

Study this map and answer the questions below.



14. **Location** Which cities had more than 500,000 people?
15. **Place** About how many people lived in Louisville?
16. **Location** What do the cities with more than 500,000 people have in common?

**Citizenship Cooperative Activity**

17. **Citizenship Test** Immigrants who want to become United States citizens today must pass a written test to qualify. Many of the questions on the test deal with United States history and customs. Work with members of your group to design a 15-question test that you think prospective citizens should be required to pass.

**Economics Activity**

18. Research for information, and then summarize your findings in a short report that answers these questions. What field or career area interests you? What education and skills are required to enter it? What attitudes, work habits, and other qualities does it take to succeed on the job?



**Alternative Assessment**

19. **Portfolio Writing Activity** Choose one problem of the early 1900s and describe what you would do to help correct it.



**Standardized Test Practice**

Read the passage about American life and choose the **best** answer to the question that follows.

“Between 1860 and 1900 American urban areas grew twice as fast as the total population. Chicago, which in the 1830s had been a frontier town with a few hundred residents, became a vast metropolis. New York became the second-largest city in the world. During the same span of years, the populations of Boston, Baltimore, and Philadelphia also grew rapidly.”

The main idea of the passage is best expressed by

- A New York City grew rapidly.
- B Only cities in the northeastern United States grew rapidly.
- C Population of urban America grew at a very fast rate during this era.
- D Rural growth continued, but not as quickly as urban growth.

**Test-Taking Tip**

Make sure that your answer is supported by information in the quotation. Do not rely only on your memory. Keep in mind that a *metropolis* is a “large city.”