

# CHAPTER 15 ASSESSMENT

## TERMS & NAMES

For each term or name below, write a sentence explaining its connection to immigration and urbanization.

1. Ellis Island
2. Gentlemen's Agreement
3. Americanization movement
4. Jane Addams
5. political machine
6. graft
7. Boss Tweed
8. patronage
9. Rutherford B. Hayes
10. Pendleton Civil Service Act

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

### The New Immigrants (pages 460–465)

1. What trends or events in other countries prompted people to move to the United States in the late 19th and early 20th centuries?
2. What difficulties did many of these new immigrants face?

### The Challenges of Urbanization

(pages 468–472)

3. Why did cities in the United States grow rapidly in the decades following the Civil War?
4. What problems did this rapid growth pose for cities?
5. What solutions to urban problems did the settlement-house movement propose?

### Politics in the Gilded Age (pages 473–477)

6. Why did machine politics become common in big cities in the late 19th century?
7. What government problems arose as a result of patronage?
8. Summarize the views of Grover Cleveland and Benjamin Harrison on tariffs.

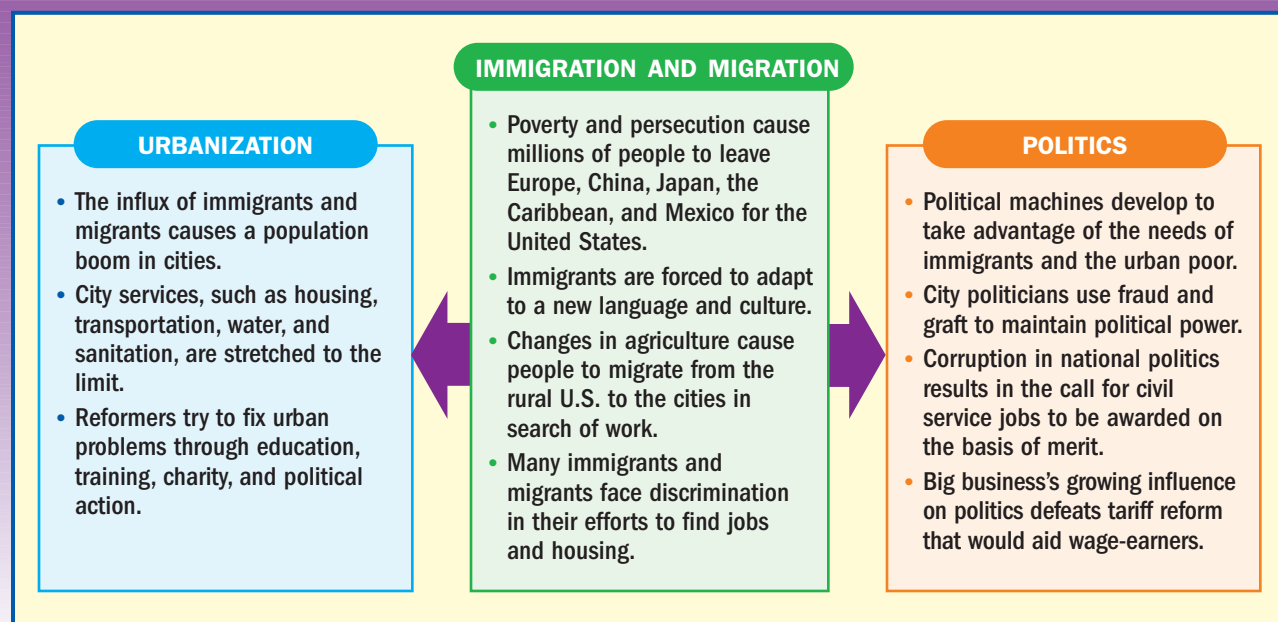
## CRITICAL THINKING

1. **USING YOUR NOTES** In a diagram like the one below, show one result of and one reaction against (a) the increase in immigration and (b) the increase in machine politics.



2. **EVALUATING** In the 1860s, Horace Greeley—editor of the *New York Tribune*—remarked, “We cannot all live in the cities, yet nearly all seem determined to do so.” Why do you think this was true at the end of the 19th century? Do you think it is still true? Why or why not?
3. **COMPARING** How were politicians like Boss Tweed similar to industrial magnates like Carnegie and Rockefeller?

## VISUAL SUMMARY IMMIGRANTS AND URBANIZATION



## Standardized Test Practice

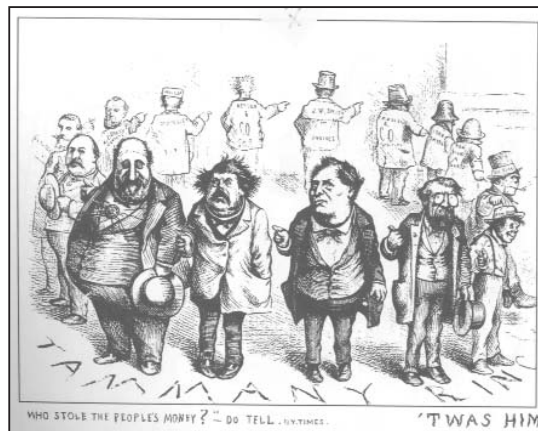
Use the quotation and your knowledge of U.S. history to answer question 1.

**“The Chinese . . . ask for fair treatment. . . . Since the first restriction law was passed the United States has received as immigrants more than two million Austro-Hungarians, two million Italians and a million and a half Russians and Finns. Each of these totals is from five to seven times the whole amount of Chinese immigration of all classes during thirty years of free immigration. . . . The question is not now of the admission of laborers, but whether other Chinese who are entitled to come under both law and treaty shall receive the same courtesies as people of other nations, and shall be relieved from many harassing regulations. They must no longer be detained, photographed and examined as if they were suspected of crime.”**

—Ng Poon Chew, from *The Treatment of the Exempt Classes of Chinese in the United States*

- The information in the passage supports which one of the following points of view?
  - European immigration should be restricted.
  - Chinese laborers should be allowed to immigrate.
  - All immigrants are treated like criminals.
  - Chinese immigrants and European immigrants should be treated the same.

Use the cartoon and your knowledge of U.S. history to answer question 2.



- The cartoon suggests that Boss Tweed (the large figure at left) —
  - was solely responsible for stealing the people's money.
  - did not steal the people's money.
  - had help from his associates in stealing the people's money.
  - was loyal to his associates.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



**TEST PRACTICE CLASSZONE.COM**

## ALTERNATIVE ASSESSMENT

- INTERACT**  
WITH HISTORY

 Recall your discussion of the question on page 459:

### *What would you do to improve conditions?*

With what you have learned about the challenges faced by immigrants in the 19th century, consider how you would revise your answer. Discuss the following issue:

- What were the best solutions attempted by government and reformers in the 1800s?

Create a pamphlet promoting the reform, improvement, or government solution you chose.

- VIDEO**

**LEARNING FROM MEDIA** View the *American Stories* video, “From China to Chinatown: Fong See’s American Dream.” Discuss the following questions with a small group; then do the activity.

- How did Fong See overcome the difficulties facing Asian immigrants in America during his lifetime?
- What did Lisa See learn about living in a diverse society from her great-grandfather’s experience?

**Cooperative Learning Activity** Share stories of immigration or the experiences of recent immigrants to the U.S. that you have heard or read about. With the group, create a multimedia presentation of these stories. Use pictures, text, and sound to represent the stories.