

CHAPTER 16 ASSESSMENT

TERMS & NAMES

For each term or name, write a sentence explaining its connection to late 19th-century American life.

1. Louis Sullivan
2. Orville and Wilbur Wright
3. Booker T. Washington
4. W. E. B. Du Bois
5. Niagara Movement
6. Ida B. Wells
7. Jim Crow laws
8. *Plessy v. Ferguson*
9. debt peonage
10. rural free delivery

MAIN IDEAS

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

Science and Urban Life (pages 482–487)

1. How did new technology promote urban growth around the turn of the century?
2. In what ways did methods of communication improve in the late 19th and early 20th centuries?

Expanding Public Education (pages 488–491)

3. How did late 19th century public schools change?
4. Why did some immigrants oppose sending their children to public schools?

Segregation and Discrimination (pages 492–495)

5. In what ways was racial discrimination reinforced by the federal government's actions and policies?
6. How did Mexicans help make the Southwest prosperous in the late 19th century?

Dawn of Mass Culture (pages 498–503)

7. What leisure activities flourished at the turn of the 20th century?
8. What innovations in retail methods changed the way Americans shopped during this time period?

CRITICAL THINKING

1. **USING YOUR NOTES** Create a table similar to the one shown, listing at least six important trends at the turn of the century, along with a major impact of each.

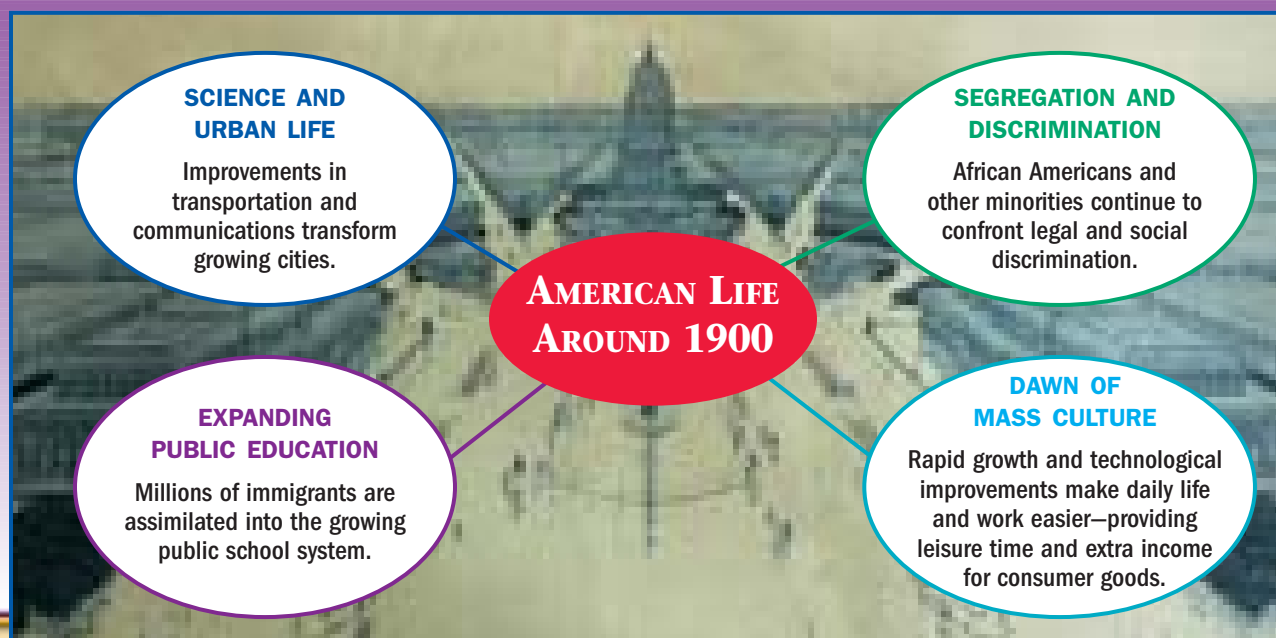
Trend	Impact
1.	
2.	
3.	
4.	
5.	
6.	

2. **DRAWING CONCLUSIONS** How had changes in technology affected urban life by the turn of the 20th century?

3. **INTERPRETING GRAPHS** Look at the graph of Expanding Education/Increasing Literacy on page 489. Which year reported the greatest gain in the literacy rate? What do you think were the implications on society of a more literate population?

VISUAL SUMMARY

LIFE AT THE TURN OF THE 20TH CENTURY



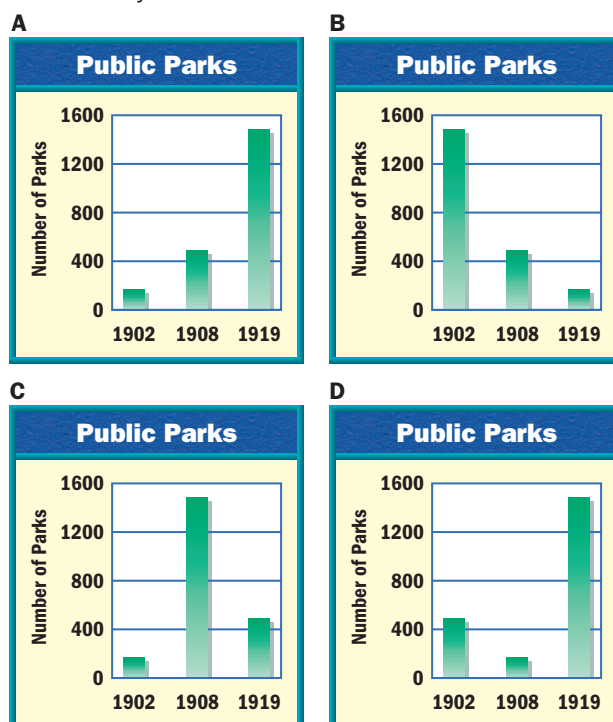
Standardized Test Practice

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

“We boast of the freedom enjoyed by our people above all other peoples. But it is difficult to reconcile that boast with a state of the law which, practically, puts the brand of servitude and degradation upon a large class of our fellow-citizens, our equals before the law.”

—Justice John Marshall Harlan in the dissenting opinion in *Plessy v. Ferguson*

- Justice Harlan used this reasoning for what purpose?
 - to celebrate American democracy
 - to justify segregation
 - to denounce the “separate-but-equal” argument
 - to demonstrate that equality before the law is not practical
- Which of the following was *not* an outcome of expanding public education in the early 20th century?
 - the establishment of public high schools and colleges
 - the growth of equal education for all
 - a rise in the literacy rate
 - the founding of kindergartens
- The turn of the 20th century brought shorter work hours and more leisure time to many urban Americans. Which of the following bar graphs correctly reflects these factors?



ADDITIONAL TEST PRACTICE, pages S1–S33.

 **TEST PRACTICE** CLASSZONE.COM

ALTERNATIVE ASSESSMENT

- INTERACT WITH HISTORY** Recall your discussion of the question on page 481:

How will the latest technology change your life?

Now that you know more about the role of technology in people’s lives, would you change any of your responses? Discuss your ideas with a small group. Then make a cause-and-effect chart about one technological innovation of the era and its lasting impacts on society.

- INTERNET ACTIVITY** CLASSZONE.COM

Visit the links for Chapter Assessment to find out more about the World’s Columbian Exposition held in Chicago in 1893.

In a small group, make a list of the “famous firsts,” such as the first elevated railway, introduced at the exposition. Illustrate your list, adding pictures and informative captions, on a colorful poster for display in the classroom.