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Interactive Reading Notepad

Lesson 11.1 A New Wave of Immigration

Key Terms

Push Factors

Pull Factors

Pogroms

Steerage

Statue of Liberty

Acculturation

Nativists

Chinese Exclusion Act

Academic Vocabulary

- migration:** the movement of people from one country to another
- peasant:** a farmer who works a small plot of land, often poor and uneducated
- persecution:** the harassment of people based on their membership in a group, such as a religious or ethnic group
- prejudice:** an unreasonable dislike of a person or group, often based on a person’s race or ethnic group, or because she is a woman

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

- 1. **Explain** why immigrants made the difficult journey to the United States.
- 2. **Describe** the problems “new immigrants” faced in adapting to life in the United States.
- 3. **Explain** the causes and effects of nativist opposition to immigration.

Reasons for Immigration: Text

- 1. **Analyze Interactions** How did push factors and pull factors work together to bring immigrants to the country?

A Challenging Journey Across an Ocean: Text

- 2. **Draw Inferences** Why do you think immigrants endured such difficult travel conditions just to get to America?

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The Immigrant Experience in America: Text

3. **Determine Author's Point of View** Reread the quote from the immigrant in the first paragraph of *The Immigrant Experience in America*. How do you think the immigrant felt about the stories he heard about America?

4. **Compare and Contrast** Think about the ways in which immigrants and their children adapted to their new country. What are the similarities and differences between the ways in which parents and children adapted?

Nativist Opposition: Text

5. **Cause and Effect** Some Chinese immigrants wanted to make money in America and then return to China to live as respected members of their home country. How did the nativists keep those Chinese immigrants from accomplishing their dream?

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Lesson 11.2 Urbanization

Key Terms

Urbanization

Tenements

Building Codes

Salvation Army

Young Men's Christian Association

Settlement Houses

Academic Vocabulary

acculturate: to change your ways by getting used to or taking on parts of a new culture

bureau: an organization, often a part of government, that gives out information or assistance to the public

leisure: fun things you do when you are not working

(Things we *SHOULD KNOW* by the end of our discussions...
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Lesson Objectives

4. **Explain** why cities grew rapidly in the late 1800s.
5. **Describe** the relationship between social class and cities' geographies.
6. **Describe** the causes and effects of the settlement house and other urban reform movements.

Cities Expand Rapidly: Text

6. Draw Inferences Why would so many people abandon the frontier and their farms to live in a city? Use evidence from the text to support your answer.

City Neighborhoods Defined by Status: Text

7. Cite Evidence How did the geographic areas where the different classes lived contribute to their way of life?

Effects of Rapid Urbanization: Text

8. Determine Author’s Purpose Reread the quote from Jacob Riis’ exposé *How the Other Half Lives*. For whom do you think he was he writing the exposé?

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9. **Summarize** the changes to urban areas that happened specifically because of reformers pressuring the government.

The Settlement House Movement: Text

10. **Analyze Interactions** Why do you think the settlement house movement spread after Jane Addams founded Hull House? Use evidence from the text to support your answer.

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Lesson 11.3 The Rise of Progressivism

Key Terms

Gilded Age

Boss William Tweed

Patronage

Civil Service Commission

Sherman Antitrust Act

Muckrakers

Primary

Initiative

Referendum

Recall

Academic Vocabulary

antitrust: keeping businesses from working together to control prices or stifle competition

bribery: the act of offering money or gifts in exchange for favors

indict: to charge with a crime

regulate: to set rules that control business or other economic activity, usually to protect the public

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

1. **Describe** politics during the Gilded Age and efforts at political reform.
2. **Identify** efforts to regulate big business.
3. **Explain** how the muckrakers inspired reform.
4. **Identify** the Progressives and explain their reforms.

Gilded Age Politics: Text

11. **Draw Inferences** Reread the definition of “gilded” in the text. How does the word “gilded” describe the actions of political bosses in the Gilded Age? Use evidence from the text to support your answer.

Federal and Local Reform Efforts: Text

12. **Determine Central Ideas** What did reformers do to stop patronage at the level of city government? Were they successful? Use evidence from the text to support your answer.

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The Power of Big Business: Text

- 13. Identify Cause and Effect** Using the graphic organizer, list the two acts the government passed to regulate business under “Causes,” and the effects the laws had, either positive or negative, under “Effects.”

Causes	Effects	Causes	Effects

The Muckrakers: Text

- 14. Determine Author’s Purpose** Reread the quote from Upton Sinclair’s *The Jungle*. Why did Sinclair, a muckraker, get so graphic in his description of sausage? Was he successful in achieving his purpose?

- 15. Analyze Interactions** How did the affordability of magazines change the middle class' mind about the need for reform? Use evidence from the text to support your answer

Progressive Reforms: Text

- 16. Summarize** the two amendments the Progressives helped ratify, and explain why they were important.
