**Chapter 25—America Moves to the City, 1865-1900**

**SHORT ANSWER**

*Identify and state the historical significance of the following:*

1. Jane Addams

ANS:

Student answers will vary.

2. Florence Kelley

ANS:

Student answers will vary.

3. Emma Lazarus

ANS:

Student answers will vary.

4. Mary Baker Eddy

ANS:

Student answers will vary.

5. Walter Rauschenbusch

ANS:

Student answers will vary.

6. Dwight Lyman Moody

ANS:

Student answers will vary.

7. Louis Agassiz

ANS:

Student answers will vary.

8. James Gibbons

ANS:

Student answers will vary.

9. Booker T. Washington

ANS:

Student answers will vary.

10. W. E. B. Du Bois

ANS:

Student answers will vary.

11. George Washington Carver

ANS:

Student answers will vary.

12. Charles W. Eliot

ANS:

Student answers will vary.

13. Edwin L. Godkin

ANS:

Student answers will vary.

14. William James

ANS:

Student answers will vary.

15. William Randolph Hearst

ANS:

Student answers will vary.

16. Joseph Pulitzer

ANS:

Student answers will vary.

17. Edward Bellamy

ANS:

Student answers will vary.

18. Henry George

ANS:

Student answers will vary.

19. Lewis Wallace

ANS:

Student answers will vary.

20. Horatio Alger

ANS:

Student answers will vary.

21. Mark Twain

ANS:

Student answers will vary.

22. William Dean Howells

ANS:

Student answers will vary.

23. Stephen Crane

ANS:

Student answers will vary.

24. Henry James

ANS:

Student answers will vary.

25. Charlotte Perkins Gilman

ANS:

Student answers will vary.

26. Carrie Chapman Catt

ANS:

Student answers will vary.

27. Ida B. Wells

ANS:

Student answers will vary.

28. Anthony Comstock

ANS:

Student answers will vary.

29. Emily Dickinson

ANS:

Student answers will vary.

30. Henry Adams

ANS:

Student answers will vary.

31. Jack London

ANS:

Student answers will vary.

32. Paul Laurence Dunbar

ANS:

Student answers will vary.

33. Daniel Burnham

ANS:

Student answers will vary.

34. Henry H. Richardson

ANS:

Student answers will vary.

35. Louis Sullivan

ANS:

Student answers will vary.

36. Augustus Saint-Gaudens

ANS:

Student answers will vary.

37. Thomas Eakins

ANS:

Student answers will vary.

38. James Whistler

ANS:

Student answers will vary.

39. Theodore Dreiser

ANS:

Student answers will vary.

40. Victoria Woodhull

ANS:

Student answers will vary.

41. Carrie Nation

ANS:

Student answers will vary.

42. John L. Sullivan

ANS:

Student answers will vary.

43. James Naismith

ANS:

Student answers will vary.

44. Phineas T. Barnum

ANS:

Student answers will vary.

45. William F. Cody

ANS:

Student answers will vary.

*Define and state the historical significance of the following:*

46. megalopolis

ANS:

Student answers will vary.

47. "form follows function"

ANS:

Student answers will vary.

48. dumbbell tenement

ANS:

Student answers will vary.

49. settlement house

ANS:

Student answers will vary.

50. New Immigration

ANS:

Student answers will vary.

51. "America letters"

ANS:

Student answers will vary.

52. "birds of passage"

ANS:

Student answers will vary.

53. social gospel

ANS:

Student answers will vary.

54. liberal Protestantism

ANS:

Student answers will vary.

55. fundamentalism

ANS:

Student answers will vary.

56. nativism

ANS:

Student answers will vary.

57. evolution

ANS:

Student answers will vary.

58. natural selection

ANS:

Student answers will vary.

59. normal schools

ANS:

Student answers will vary.

60. pragmatism

ANS:

Student answers will vary.

61. talented tenth

ANS:

Student answers will vary.

62. land-grant colleges

ANS:

Student answers will vary.

63. yellow journalism

ANS:

Student answers will vary.

64. dime novels

ANS:

Student answers will vary.

65. literary realism

ANS:

Student answers will vary.

66. single tax

ANS:

Student answers will vary.

67. new morality

ANS:

Student answers will vary.

*Describe and state the historical significance of the following:*

68. Macy's/Marshall Field's

ANS:

Student answers will vary.

69. Sears/Montgomery Ward

ANS:

Student answers will vary.

70. Little Poland/Little Italy

ANS:

Student answers will vary.

71. Hebrew schools

ANS:

Student answers will vary.

72. Hull House

ANS:

Student answers will vary.

73. National Consumers League

ANS:

Student answers will vary.

74. Henry Street settlement house

ANS:

Student answers will vary.

75. *The Origin of Species*

ANS:

Student answers will vary.

76. American Protective Association

ANS:

Student answers will vary.

77. Salvation Army

ANS:

Student answers will vary.

78. Christian Science

ANS:

Student answers will vary.

79. Young Men's Christian Association/Young Women's Christian Association

ANS:

Student answers will vary.

80. Chautauqua movement

ANS:

Student answers will vary.

81. Tuskegee Institute

ANS:

Student answers will vary.

82. National Association for the Advancement of Colored People

ANS:

Student answers will vary.

83. Howard University

ANS:

Student answers will vary.

84. Johns Hopkins University

ANS:

Student answers will vary.

85. Morrill Act

ANS:

Student answers will vary.

86. *Principles of Psychology*

ANS:

Student answers will vary.

87. *The Nation*

ANS:

Student answers will vary.

88. *Atlantic Monthly*

ANS:

Student answers will vary.

89. *Progress and Poverty*

ANS:

Student answers will vary.

90. *Looking Backward*

ANS:

Student answers will vary.

91. *Ben Hur*

ANS:

Student answers will vary.

92. *The Adventures of Huckleberry Finn*

ANS:

Student answers will vary.

93. *The Red Badge of Courage*

ANS:

Student answers will vary.

94. *The Education of Henry Adams*

ANS:

Student answers will vary.

95. *Lyrics of Lowly Life*

ANS:

Student answers will vary.

96. *Sister Carrie*

ANS:

Student answers will vary.

97. Comstock Law

ANS:

Student answers will vary.

98. *Women and Economics*

ANS:

Student answers will vary.

99. Women's Christian Temperance Union

ANS:

Student answers will vary.

100. American Red Cross

ANS:

Student answers will vary.

101. Anti-Saloon League

ANS:

Student answers will vary.

102. "City Beautiful" movement

ANS:

Student answers will vary.

103. World's Columbian Exposition

ANS:

Student answers will vary.

104. "Richardsonian"

ANS:

Student answers will vary.

**MULTIPLE CHOICE**

105. The tremendously rapid growth of American cities in the post-Civil War decades was

|  |  |
| --- | --- |
| a. | uniquely American. |
| b. | fueled by an agricultural system suffering from poor production levels. |
| c. | attributable to the closing of the frontier. |
| d. | a trend that affected Europe as well. |
| e. | a result of natural reproduction. |

ANS: D REF: p. 539

106. The major factor in drawing country people off the farms and into the big cities was the

|  |  |
| --- | --- |
| a. | development of the skyscraper. |
| b. | availability of industrial jobs. |
| c. | compact nature of those large communities. |
| d. | advent of new housing structures known as dumbbell tenements. |
| e. | lure of cultural excitement. |

ANS: B REF: p. 539

107. In 1900, the two largest cities in the world were

|  |  |
| --- | --- |
| a. | Buenos Aires and Mexico City. |
| b. | Paris and London. |
| c. | Shanghai and Calcutta. |
| d. | London and New York City. |
| e. | Berlin and Madrid. |

ANS: D REF: p. 539

108. The development of electric trolleys in the late nineteenth century transformed the American city by

|  |  |
| --- | --- |
| a. | ending horse-drawn transportation in the city. |
| b. | enabling cities to build upward as well as outward. |
| c. | separating the mass transportation of the working class from the private vehicles of the wealthy. |
| d. | enabling cities to plan streets along regular grid lines. |
| e. | creating distinct districts devoted to residential neighborhoods, commerce, and industry. |

ANS: E REF: p. 539

109. All of these were factors that increasingly made cities more attractive than farms for young adults *except*

|  |  |
| --- | --- |
| a. | electricity, indoor plumbing and telephones. |
| b. | the advent of skyscrapers and suspension bridges. |
| c. | urban nightlife. |
| d. | industrial jobs. |
| e. | the lower cost of living. |

ANS: E REF: p. 539-540

110. One of the early symbols of the dawning era of consumerism in urban America was

|  |  |
| --- | --- |
| a. | mass-production factories. |
| b. | the Sears catalog. |
| c. | advertising billboards. |
| d. | public transportation systems. |
| e. | large department stores. |

ANS: E REF: p. 540

111. The move to cities led to what major and enduring change in American lifestyles?

|  |  |
| --- | --- |
| a. | Delayed marriages |
| b. | Fragmented family life |
| c. | More waste and the need for waste disposal |
| d. | An emphasis on thrift |
| e. | Increased wealth |

ANS: C REF: p. 541

112. Which one of the following has the least in common with the other four?

|  |  |
| --- | --- |
| a. | Slums |
| b. | Dumbbell tenements |
| c. | Bedroom communities |
| d. | Flophouses |
| e. | The "Lung Block" |

ANS: C REF: p. 542

113. American cities increasingly abandoned wooden construction for brick and steel in their downtown districts after

|  |  |
| --- | --- |
| a. | the great Chicago fire of 1871. |
| b. | the development of the electric elevator and the skyscraper. |
| c. | brickmaking became cheaper and iron was superseded by more durable steel for construction purposes. |
| d. | Architects like Louis Sullivan preferred to design steel and brick structures. |
| e. | wooden tenements collapsed in the new York inner city in the 1880s. |

ANS: A REF: p. 542

114. The New Immigrants who came to the United States after 1880

|  |  |
| --- | --- |
| a. | had experience with democratic governments. |
| b. | arrived primarily from Germany, Sweden, and Norway. |
| c. | were culturally different from previous immigrants. |
| d. | received a warm welcome from the Old Immigrants. |
| e. | represented nonwhite racial groups. |

ANS: C REF: p. 543

115. The two immigrant ethnic groups who were most harshly treated in the mid to late nineteenth century were the

|  |  |
| --- | --- |
| a. | Spanish and Greeks. |
| b. | Irish and Chinese. |
| c. | Germans and Swedes. |
| d. | Japanese and Filipinos. |
| e. | French and Russians. |

ANS: B REF: p. 542

116. Most Italian immigrants to the United States between 1880 and 1920 came to escape

|  |  |
| --- | --- |
| a. | political oppression. |
| b. | famine. |
| c. | the political disintegration of their country. |
| d. | the military draft. |
| e. | the poverty and backwardness of southern Italy. |

ANS: E REF: p. 546

117. A *bird of passage* was an immigrant who

|  |  |
| --- | --- |
| a. | passed quickly from eastern ports to the Midwest or West. |
| b. | only passed through America on the way to Canada. |
| c. | came to the United States looking for a wife. |
| d. | came to America to work for a short time and then returned to Europe. |
| e. | flew from job to job. |

ANS: D REF: p. 545

118. Most New Immigrants

|  |  |
| --- | --- |
| a. | eventually returned to their country of origin. |
| b. | tried to preserve their Old Country culture in America. |
| c. | were subjected to stringent immigration restrictions. |
| d. | quickly assimilated into the mainstream of American life. |
| e. | converted to mainstream Protestantism. |

ANS: B REF: p. 545

119. By the late nineteenth century, most of the Old Immigrant groups from northern and Western Europe

|  |  |
| --- | --- |
| a. | actively promoted the idea of a multicultural America. |
| b. | were still regarded with suspicion and hostility by the majority of native Americans. |
| c. | had largely abandoned their ethnically based churches, clubs, and neighborhoods. |
| d. | were largely accepted as American, even though they often lived in separate ethnic neighborhoods. |
| e. | still maintained a primary loyalty to their country of origin, especially Ireland or Germany. |

ANS: D REF: p. 542-543

120. New Immigrant groups were regarded with special hostility by many nativist Americans because

|  |  |
| --- | --- |
| a. | most Americans considered Italian, Greek, or Jewish culture inferior to their own. |
| b. | many New Immigrants attempted to convert Americans to Catholicism, Orthodox Christianity, or Judaism. |
| c. | in many New Immigrant families, women were kept in distinctly subordinate roles. |
| d. | New Immigrants were often more politically loyal to their homelands than to the United States. |
| e. | their religions were distinctly different and some New Immigrants were politically radical. |

ANS: E REF: p. 544

121. While big city political bosses and their machines were often criticized, they proved necessary and effective in the new urban environment because

|  |  |
| --- | --- |
| a. | they were better able to leverage grant money from the federal government. |
| b. | they consistently upheld high ethical standards. |
| c. | they were closely allied to other urban institutions like the church and big business. |
| d. | they were more effective in serving urban immigrants' needs than weak state or local governments. |
| e. | their support for the Democratic party helped to balance small-town Republican power. |

ANS: D REF: p. 546

122. Prominent Protestant pastors like Walter Rauschenbusch and Washington Gladden argued that

|  |  |
| --- | --- |
| a. | the ancient Bible should be replaced by more modern scientific sociology and social theory. |
| b. | the Christian Gospel required that churches address poverty and other burning social issues of the day. |
| c. | the churches were in danger of being taken over by anti-intellectual fundamentalism. |
| d. | it was up to women to lead the church in an age of industrial democracy. |
| e. | the clergy should become the advance guard of a militant working class revolution. |

ANS: B REF: p. 549

123. In the new urban environment, most liberal Protestants

|  |  |
| --- | --- |
| a. | believed that a final Judgment Day was coming soon. |
| b. | were driven out of mainstream seminaries and colleges. |
| c. | welcomed ecumenical conversations with Roman Catholics. |
| d. | sharply criticized American society and American government. |
| e. | rejected biblical literalism and adapted religious ideas to modern culture. |

ANS: E REF: p. 552

124. A sign of increasing diversity, by the late 1890s the number of religious denominations in America topped

|  |  |
| --- | --- |
| a. | 50. |
| b. | 75. |
| c. | 100. |
| d. | 150. |
| e. | 200. |

ANS: D REF: p. 552

125. The Darwinian theory of organic evolution through natural selection affected American religion by

|  |  |
| --- | --- |
| a. | turning most scientists against religion. |
| b. | creating a split between religious conservatives who denied evolution and accomodationists who supported it. |
| c. | raising awareness of the close spiritual kinship between animals and human beings. |
| d. | causing a revival of the doctrine of original sin. |
| e. | sparking the rise of new denominations based on modern science. |

ANS: B REF: p. 553

126. Besides serving immigrants and the poor in urban neighborhoods, settlement workers like Jane Addams and Florence Kelley

|  |  |
| --- | --- |
| a. | actively lobbied for social reforms like anti-sweatshop laws and child labor laws. |
| b. | created the new, largely female profession of teaching. |
| c. | looked down on the immigrant populations they served. |
| d. | saw themselves primarily as feminists who worked to advance women's causes. |
| e. | steered clear of controversial international questions like war and peace. |

ANS: A REF: p. 549

127. Settlement houses, such as Hull House, engaged in all of the following activities *except*

|  |  |
| --- | --- |
| a. | child care. |
| b. | instruction in English. |
| c. | cultural activities. |
| d. | evangelical religious instruction. |
| e. | lobbying for social reform. |

ANS: D REF: p. 549

128. The place that offered the greatest opportunities for American women in the period 1865-1900 was

|  |  |
| --- | --- |
| a. | the big city. |
| b. | the West. |
| c. | suburban communities. |
| d. | rural America. |
| e. | New England. |

ANS: A REF: p. 549

129. In the 1890s, white collar positions for women as secretaries, department store clerks, and telephone operators were largely reserved for

|  |  |
| --- | --- |
| a. | Jews. |
| b. | Irish-Americans. |
| c. | African Americans. |
| d. | the college-educated. |
| e. | native-born Americans. |

ANS: E REF: p. 550

130. The vast majority of employed female workers in the late nineteenth century were

|  |  |
| --- | --- |
| a. | African Americans. |
| b. | just arrived from the country. |
| c. | single. |
| d. | married but without children. |
| e. | college-educated. |

ANS: C REF: p. 550

131. Labor unions favored immigration restriction because most immigrants were all of the following *except*

|  |  |
| --- | --- |
| a. | opposed to factory labor. |
| b. | used as strikebreakers. |
| c. | willing to work for lower wages. |
| d. | difficult to unionize. |
| e. | non-English speaking. |

ANS: A REF: p. 550-551

132. The American Protective Association

|  |  |
| --- | --- |
| a. | preached the social gospel that churches were obligated to protect New Immigrants. |
| b. | was led for many years by Florence Kelley and Jane Addams. |
| c. | supported immigration restrictions. |
| d. | established settlement houses in several major cities in order to aid New Immigrants. |
| e. | sought to organize mutual-aid associations. |

ANS: C REF: p. 551

133. The religious denomination that was most positively engaged with the New Immigration was

|  |  |
| --- | --- |
| a. | Roman Catholics. |
| b. | Baptists. |
| c. | Episcopalians. |
| d. | Christian Scientists. |
| e. | Mormons. |

ANS: A REF: p. 544 | p. 552

134. The intellectual development that seriously disturbed the churches in the late nineteenth century was the

|  |  |
| --- | --- |
| a. | growing feminist assault on theories of male superiority. |
| b. | growing awareness of non-Christian religions. |
| c. | rise of theories of white racial superiority. |
| d. | new geological studies. |
| e. | biology of Charles Darwin. |

ANS: E REF: p. 553

135. When liberal Protestantism attempted to accommodate religion to modern science, it also tended to

|  |  |
| --- | --- |
| a. | relegate religion to a private sphere of personal conduct and family life. |
| b. | make Protestantism a powerful actor on the national political stage. |
| c. | link religion to theories of racial superiority and imperialistic survival of the fittest. |
| d. | try to prove that religion itself was rooted in scientific fact. |
| e. | survive only in the universities and advanced intellectual circles. |

ANS: A REF: p. 553

136. The new, research-oriented modern American university tended to

|  |  |
| --- | --- |
| a. | focus primarily on theory rather than practical subjects. |
| b. | give a new emphasis to the importance of religion and cultural tradition. |
| c. | take the lead in movements of social and political reform. |
| d. | challenge Charles Darwin's theory of organic evolution and natural selection. |
| e. | de-emphasize religious and moral instruction in favor of practical subjects and professional specialization. |

ANS: E REF: p. 557

137. The two major sources of funding for the powerful new American research universities were

|  |  |
| --- | --- |
| a. | tuition paid by undergraduate students and fees charged to those served by the universities. |
| b. | state land grants and wealthy, philanthropic industrialists. |
| c. | the federal government and local communities. |
| d. | income from successful patents and corporate research grants. |
| e. | churches and numerous private individual donors. |

ANS: B REF: p. 555-556

138. The pragmatists were a school of American philosophers who emphasized

|  |  |
| --- | --- |
| a. | the provisional and fallible nature of knowledge and the value of ideas that solved problems. |
| b. | that ideas were largely worthless and only practical experience should be pursued. |
| c. | that the traditional Greek ideals of Plato and Aristotle should be revived. |
| d. | that scientific experimentation provided a new and absolutely certain basis for knowledge. |
| e. | that most academic knowledge was based on bourgeois ideas that oppressed the working class. |

ANS: A REF: p. 557

139. Americans offered growing support for a free public education system

|  |  |
| --- | --- |
| a. | to combat the growing strength of Catholic parochial schools. |
| b. | when the Chautauqua movement began to decline. |
| c. | because they accepted the idea that a free government cannot function without educated citizens. |
| d. | when private schools began to fold. |
| e. | as a way of identifying an intellectual elite. |

ANS: C REF: p. 554

140. Booker T. Washington believed that the key to political and civil rights for African Americans was

|  |  |
| --- | --- |
| a. | the vote. |
| b. | rigorous academic training. |
| c. | the rejection of accommodationist attitudes. |
| d. | to directly challenge white supremacy. |
| e. | economic independence and education |

ANS: E REF: p. 554-555

141. The post-Civil War era witnessed

|  |  |
| --- | --- |
| a. | an increase in compulsory school-attendance laws. |
| b. | the collapse of the Chautauqua movement. |
| c. | rejection of the German system of kindergartens. |
| d. | a slow rise in the illiteracy rate. |
| e. | an emphasis on liberal arts colleges. |

ANS: A REF: p. 554

142. The success of the public schools is best evidenced by

|  |  |
| --- | --- |
| a. | the large numbers of students graduating from them. |
| b. | the ways in which they helped assimilate massive numbers of immigrants. |
| c. | the falling illiteracy rate to just over 10 percent by 1900. |
| d. | the large numbers of average Americans going on to attend college. |
| e. | the movement of men into the teaching profession. |

ANS: C REF: p. 554

143. As a leader of the African American community, Booker T. Washington

|  |  |
| --- | --- |
| a. | helped to found the National Association for the Advancement of Colored People. |
| b. | advocated social equality. |
| c. | discovered hundreds of uses for the peanut. |
| d. | promoted black self-help but did not challenge segregation. |
| e. | promoted black political activism. |

ANS: D REF: p. 554-555

144. The Morrill Act of 1862

|  |  |
| --- | --- |
| a. | established women's colleges like Vassar. |
| b. | required compulsory school attendance through high school. |
| c. | established the modern American research university. |
| d. | mandated racial integration in public schools. |
| e. | granted public lands to states to support higher education. |

ANS: E REF: p. 555

145. In criticizing Booker T. Washington's educational emphasis on manual labor and industrial training, W.E.B. DuBois emphasized instead that black education should concentrate on

|  |  |
| --- | --- |
| a. | adult education. |
| b. | education for political action. |
| c. | developing separate black schools and colleges. |
| d. | primary and secondary education. |
| e. | an intellectually gifted talented tenth. |

ANS: E REF: p. 555

146. Black leader, Dr. W.E.B. Du Bois

|  |  |
| --- | --- |
| a. | demanded complete equality for African Americans. |
| b. | established an industrial school at Tuskegee, Alabama. |
| c. | supported the goals of Booker T. Washington. |
| d. | was an ex-slave who rose to fame. |
| e. | None of these |

ANS: A REF: p. 555

147. In the decades after the Civil War, college education for women

|  |  |
| --- | --- |
| a. | became more difficult to obtain. |
| b. | was confined to women's colleges. |
| c. | became much more common. |
| d. | resulted in the passage of the Hatch Act. |
| e. | blossomed especially in the South. |

ANS: C REF: p. 555

148. Which of the following was *not* among the major new research universities founded in the post-Civil War era?

|  |  |
| --- | --- |
| a. | Harvard University |
| b. | The University of California |
| c. | Johns Hopkins University |
| d. | The University of Chicago |
| e. | Stanford University |

ANS: A REF: p. 556-557

149. During the industrial revolution, life expectancy

|  |  |
| --- | --- |
| a. | decreased. |
| b. | changed very little. |
| c. | was much higher in Europe than in the United States. |
| d. | measurably increased. |
| e. | rose for women more than men. |

ANS: D REF: p. 557

150. The public library movement across America was greatly aided by the generous financial support from

|  |  |
| --- | --- |
| a. | the federal government's Morrill Act. |
| b. | Andrew Carnegie. |
| c. | John D. Rockefeller. |
| d. | local "friends of the library." |
| e. | women's organizations. |

ANS: B REF: p. 557

151. The two late-nineteenth-century newspaper publishers whose competition for circulation fueled the rise of sensationalistic yellow journalism were

|  |  |
| --- | --- |
| a. | Horatio Alger and Harlan E. Halsey. |
| b. | Henry Adams and Henry James. |
| c. | Henry George and Edward Bellamy. |
| d. | William Randolph Hearst and Joseph Pulitzer. |
| e. | Edwin L. Godkin and Stephen Crane. |

ANS: D REF: p. 558

152. American newspapers expanded their circulation and public attention by

|  |  |
| --- | --- |
| a. | printing hard-hitting editorials. |
| b. | crusading for social reform. |
| c. | repudiating the tactics of Joseph Pulitzer and William Randolph Hearst. |
| d. | focusing on coverage of the local community and avoiding syndicalized material. |
| e. | printing sensationalist stories of sex and scandal. |

ANS: E REF: p. 558

153. Henry George believed that the root of social inequality and social injustice lay in

|  |  |
| --- | --- |
| a. | stock speculators and financiers who manipulated the price of real goods and services. |
| b. | labor unions that artificially drove up the prices of wages and therefore goods. |
| c. | landowners who gained unearned wealth from rising land values. |
| d. | businesspeople who gained excessive profits by exploiting workers. |
| e. | patriarchal ideologies that regarded women as inferior domestic beings. |

ANS: C REF: p. 558-559

154. Edward Bellamy's novel, *Looking Backward*, inspired numerous late-nineteenth-century social reformers by

|  |  |
| --- | --- |
| a. | demonstrating that women's work in the home was seriously undervalued. |
| b. | showing how a single tax on land speculation would end poverty. |
| c. | portraying the sufferings of an immigrant worker in Chicago's stockyard meat industry. |
| d. | showing the hypocrisy of the urban wealthy. |
| e. | portraying a utopian America in the year 2000, where nationalized industry had solved all social problems. |

ANS: E REF: p. 559

155. General Lewis Wallace's book, *Ben Hur*

|  |  |
| --- | --- |
| a. | achieved success only after his death. |
| b. | was based on a popular early movie. |
| c. | emphasized that virtue, honesty, and hard work were rewarded by success. |
| d. | detailed Wallace's experiences in the Civil War. |
| e. | defended Christianity against Darwinism. |

ANS: E REF: p. 565

156. Match each of these late-nineteenth-century writers with the theme of his work.

|  |  |  |  |
| --- | --- | --- | --- |
| A. | Lewis Wallace | 1. | success and honor as the products of honesty and hard work |
| B. | Horatio Alger |  |
| C. | Henry James | 2. | anti-Darwinism support for the Holy Scriptures |
| D. | William Dean Howells | 3. | contemporary social problems like divorce, labor strikes, and socialism |
|  |  | 4. | psychological realism and the dilemmas of sophisticated women. |

|  |  |
| --- | --- |
| a. | A-4, B-2, C-3, D-1 |
| b. | A-1, B-3, C-2, D-4 |
| c. | A-2, B-1, C-4, D-3 |
| d. | A-3, B-4, C-1, D-2 |
| e. | A-4, B-3, C-2, D-1 |

ANS: C REF: p. 565-566

157. Which of the following prominent post-Civil War writers did *not* reflect the increased attention to social problems by those from less affluent backgrounds?

|  |  |
| --- | --- |
| a. | Mark Twain |
| b. | William Dean Howells |
| c. | Stephen Crane |
| d. | Kate Chopin |
| e. | Henry Adams |

ANS: E REF: p. 566

158. In the decades after the Civil War, changes in sexual attitudes and practices were reflected in all of the following *except*

|  |  |
| --- | --- |
| a. | soaring divorce rates. |
| b. | the spreading practice of birth control. |
| c. | more children being born out of wedlock. |
| d. | increasingly frank discussion of sexual topics. |
| e. | more women working outside the home. |

ANS: C REF: p. 559 | p. 562

159. In the course of the late nineteenth century

|  |  |
| --- | --- |
| a. | the birthrate increased. |
| b. | the divorce rate fell. |
| c. | family size gradually declined. |
| d. | people tended to marry at an earlier age. |
| e. | children were seen as a greater economic asset. |

ANS: C REF: p. 562

160. By 1900, advocates of women's suffrage

|  |  |
| --- | --- |
| a. | acknowledged that women were biologically weaker than men but claimed that they deserved the vote anyway. |
| b. | temporarily abandoned the movement for the vote. |
| c. | formed strong alliances with African Americans seeking voting rights. |
| d. | argued that the vote would enable women to extend their roles as mothers and homemakers to the public world. |
| e. | insisted on the inherent political and moral equality of men and women. |

ANS: D REF: p. 563

161. One of the most important factors leading to an increased divorce rate in the late nineteenth century was the

|  |  |
| --- | --- |
| a. | decline in farm income. |
| b. | stresses of urban life. |
| c. | emerging feminist movement. |
| d. | passage of more liberal divorce laws. |
| e. | decline of religious organizations. |

ANS: B REF: p. 562

162. Reflecting women's increasing independence in the late 1890s, author and feminist Charlotte Perkins Gilman supported all of the following *except*

|  |  |
| --- | --- |
| a. | women abandoning their dependent status. |
| b. | women seeking power via their roles as wives and mothers. |
| c. | notions that biology made women fundamentally different from men. |
| d. | centralized nurseries and cooperative kitchens. |
| e. | women becoming productive members of the economy as workers. |

ANS: B REF: p. 562

163. The National American Woman Suffrage Association

|  |  |
| --- | --- |
| a. | achieved its central political goal in 1898. |
| b. | conducted an integrated campaign for equal rights. |
| c. | abandoned the goals of Susan Anthony and Elizabeth Cady Stanton. |
| d. | elected Ida B. Wells as its president. |
| e. | limited its membership to whites. |

ANS: E REF: p. 563

164. The growing prohibition movement especially reflected the concerns of

|  |  |
| --- | --- |
| a. | the new immigrants. |
| b. | big business. |
| c. | the poor and working classes. |
| d. | middle class women. |
| e. | industrial labor unions. |

ANS: D REF: p. 564

165. During industrialization, Americans increasingly

|  |  |
| --- | --- |
| a. | had less free time. |
| b. | outlawed cruel and violent sports like boxing. |
| c. | became less involved in physical sports and games. |
| d. | shared a common and standardized popular culture. |
| e. | fragmented into diverse consumer markets. |

ANS: D REF: p. 572

166. Which of the following sports was *not* developed in the decades following the Civil War?

|  |  |
| --- | --- |
| a. | Basketball |
| b. | Bicycling |
| c. | Croquet |
| d. | College football |
| e. | Baseball |

ANS: E REF: p. 570

**MULTIPLE RESPONSE**

167. By 1900, American cities were becoming

|  |  |
| --- | --- |
| a. | heavily populated. |
| b. | segregated by race and ethnic group. |
| c. | segregated by occupation. |
| d. | geographically compact. |
| e. | more homogeneous. |

ANS: A, B, D REF: p. 539

168. The New Immigrants who came to America after 1880

|  |  |
| --- | --- |
| a. | were mostly poor European urban workers. |
| b. | were usually literate. |
| c. | were from southern and eastern Europe. |
| d. | tended to settle in northeastern cities. |
| e. | were largely Roman Catholic or Jewish. |

ANS: C, D, E REF: p. 543

169. Many native-born Americans tended to blame New Immigrants for

|  |  |
| --- | --- |
| a. | the corruption of city government. |
| b. | low industrial wages. |
| c. | the degradation of life in American cities. |
| d. | importing alien social and economic doctrines. |
| e. | the rising American divorce rate. |

ANS: A, B, C, D REF: p. 550

170. By 1900, congressional legislation barred \_\_\_\_ from immigrating to America.

|  |  |
| --- | --- |
| a. | illiterates |
| b. | the Chinese |
| c. | contract laborers |
| d. | Jews |
| e. | socialists |

ANS: B, C REF: p. 551

171. Carrie Chapman Catt argued that women should be granted the right to vote because

|  |  |
| --- | --- |
| a. | women were in all respects the equal of men. |
| b. | in the city, women needed to affect such issues as public health and education. |
| c. | women should at least have the same rights as African American males. |
| d. | suffrage was the logical extension of a woman's traditional role in caring for her family. |
| e. | they were morally superior to men. |

ANS: B, D REF: p. 563

172. In the late nineteenth century, orthodox Protestant churches were being challenged by

|  |  |
| --- | --- |
| a. | the theories of Charles Darwin. |
| b. | the mounting emphasis on materialism. |
| c. | fundamentalist insistence on a literal interpretation of the Bible. |
| d. | the social doctrines of Catholicism and Judaism. |
| e. | African Americans' rejection of Christianity. |

ANS: A, B, D REF: p. 552-553

173. Late-nineteenth-century novels often pursued themes of

|  |  |
| --- | --- |
| a. | romantic sentimentality. |
| b. | social problems and conflict. |
| c. | the American West. |
| d. | the corrupting influences of the city. |
| e. | the dilemmas of the new woman. |

ANS: B, C, D, E REF: p. 565-568

174. Leading pastimes of late-nineteenth-century Americans included

|  |  |
| --- | --- |
| a. | bicycling. |
| b. | watching football. |
| c. | watching baseball. |
| d. | the circus. |
| e. | vaudeville. |

ANS: A, B, C, D, E REF: p. 570-571

**ESSAY**

175. The arrival of immigrants on American shores in the late nineteenth century involved both push and pull factors. Describe the major motives that caused emigrants to leave Europe and come to the United States during this period.

ANS:

Student answers will vary.

176. Fear of newly arriving immigrants has been a constant in American history. With respect to the New Immigrants of the late nineteenth century, describe what the native-born Americans were concerned about. Do you think their fears were well founded? Why or why not?

ANS:

Student answers will vary.

177. Do you think that the United States needed laws restricting immigration in the nineteenth century? List the kinds of restrictions actually imposed and state whether you agree with each restriction. Why or why not?

ANS:

Student answers will vary.

178. Cite at least one figure in each of the following categories and describe the major theme of his or her work: a. journalism and popular writing, b. serious novels and poetry, and c. sculpture and architecture. Then tell why you think your choice reflects the reality of life in the late nineteenth century in each case.

ANS:

Student answers will vary.

179. What were the primary changes in American education in the late nineteenth century? What did the developments in basic public education have in common with the changes in American colleges and universities?

ANS:

Student answers will vary.

180. What was the impact of industrialization and urbanization on late-nineteenth-century American churches, schools, and family life? Cite at least two changes wrought on each of these institutions during this period.

ANS:

Student answers will vary.

181. The text's authors assert that "women were growing more independent in the urban environment of the cities" in the late nineteenth century. What did the city environment have to do with women's liberation, and what forms did their new independence take?

ANS:

Student answers will vary.

182. Explain the statement that the late-nineteenth-century cities "grew up, out, and apart." Had you been alive at the time, what might have attracted you to the city? What might have caused you to stay there or to go back "down on the farm"?

ANS:

Student answers will vary.

183. In what ways was the city a "frontier of opportunity for women"? Name at least two women who seized this opportunity and elaborate on their experiences.

ANS:

Student answers will vary.

184. In what ways did religion begin to address the issues facing urban American society, and in what ways was it increasingly confined to a private and personal sphere?

ANS:

Student answers will vary.

185. Describe the impact of the evolutionary theories of Charles Darwin on American religious and cultural life? Why did many people find Darwin's ideas challenging or difficult?

ANS:

Student answers will vary.

186. Some historians have called pragmatism "America's only distinctive contribution to philosophy." In what way might it be true to say that pragmatism reflected unique qualities of American society and culture? How would pragmatists respond to the charge that theirs was an anti-intellectual philosophy?

ANS:

Student answers will vary.

187. Why did sensational journalism and scandal-mongering expand, even as Americans' levels of education and cultural achievement increased?

ANS:

Student answers will vary.

188. Which post-Civil War writers best reflected the social concerns of the new urban age? Which writers reflected a nostalgic interest in the American or European past? Which tendency do you admire most, and why?

ANS:

Student answers will vary.

189. Was the new morality and rising frankness about matters of sexuality and marriage a reflection of women's rising status, or part of an attempt to keep women in a subordinate place?

ANS:

Student answers will vary.

190. How did the new urban forms of sports and recreation reflect both the greater opportunities and the greater stresses of big-city life?

ANS:

Student answers will vary.

191. How were the growing social class divisions in large American cities reflected in the provision of different forms of art, music, and recreation for the elite and the masses?

ANS:

Student answers will vary.

192. The text observes that even though urban Americans were separated by ethnic, racial, and workplace divisions, they also shared much of the same popular forms of culture. How did technology and industry contribute to this standardization in the cultural sphere? Were there losses as well as gains in the decline of popular or local folk culture?

ANS:

Student answers will vary.