

Social Studies

Chapter 10: A Growing Nation

Name: _____

I. Changes on the Plains

A. Miners

1. **boom** - _____
 - a. gold or silver discovered (_____ Peak)
 - b. miners rushed in and set up _____
 - c. grew into _____
 - d. _____ and farms started
 - e. **refinery** - factory where _____, _____, and other materials are cleaned and made into usable products
 - f. **prospectors** - _____, fought
 - g. families arrived
 - h. set up schools, _____, etc.
 - i. all the minerals were mined quickly
2. **bust** - _____
 - a. _____ towns - abandoned

B. Ranchers

1. cattle ranching huge in vast _____ of the west (especially in _____)
 - a. huge demand in the _____
 - 1.) meat
 - 2.) _____
 - 2.) _____ and candles from the _____
 - b. more _____ were built
 - c. **long drives** – took to _____ cities on the railroads
 - d. sent to _____ and prepared
 - e. sent to the _____

C. Homesteaders

1. _____ Act opened _____ to settlers
2. **homesteaders** - _____
 - b. got _____ acres of land
 - c. had to be head of family and _____ years old
 - d. had to live on it for _____ years
 - e. thousands of Americans and _____ came
3. living on the _____
 - a. few streams and _____
 - b. _____ for houses
 - c. lack of _____
 - d. bad weather
 - 1.) _____
 - 2.) _____ storms

3.) floods

4.) _____ and cold

4. technology helped

a. _____ - cut through sod

b. _____ - - pump water from ground

c. _____ wheat - needed less water

d. _____ - for harvesting

e. _____ wire and fences - kept cattle off/on the land

5. conflict

a. **open range** - _____

b. blocked off by farmers' fences

c. led to fighting

d. ranchers cut fences

e. farmers shot cattle

6. enough people, the last frontier " _____ "

D. _____ in the West

1. _____ began to die as settlers moved onto the land

2. were killed to lay track for the _____

3. loss of buffalo and land made Indians sign _____

4. **reservations** - _____

5. Great _____ in Black Hills

a. _____ discovered

b. forced to move

c. Custer attacked at _____ River

d. chief - _____ Bull and _____ Horse fought

e. Indians were defeated and forced onto _____

6. Nez _____

a. attempted to escape into _____ from Oregon

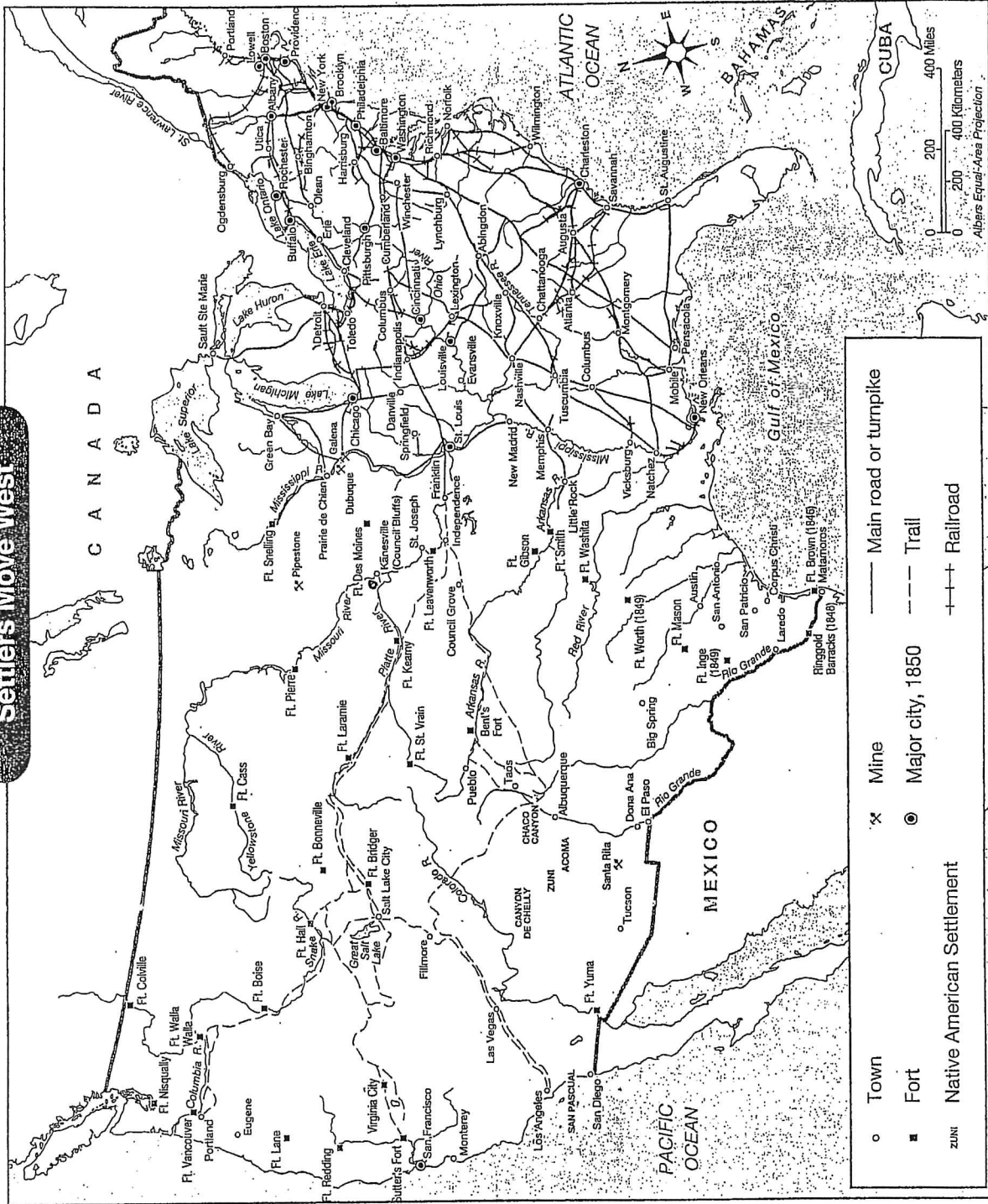
b. surrendered

7. many Native Americans now on reservations, but U.S. _____

Settling the Last Frontier

Directions Study the map below.

Settlers Move West



(continued)

Name _____ Date _____

Directions Use the map and key on the preceding page to help you answer the questions. Write your answers in the blanks provided.

① In what part of the country were most railroads located?

② What Texas fort was the farthest west? _____

③ In what parts of the country were most forts located? _____

④ Could you travel by railroad from St. Louis, Missouri, to Salt Lake City?

⑤ How might you travel from Norfolk, Virginia, to Wilmington, North Carolina?

⑥ Find the area that represents your state on the map. How settled was it? What might life have been like for the settlers who lived there?

II. Big Business and Cities

A. The Transcontinental Railroad

1. railroads moved _____, raw materials, and finished _____ (made trade easier so economy grew)
2. **transcontinental railroad** - _____
 - a. _____ Pacific – from _____ in the Midwest
 - b. _____ Pacific – from _____ in the West
 - c. had to build _____ and blast holes
 - d. Union Pacific made it _____ because easier
 - e. drove a golden _____ in where they met in _____, Utah
3. improvements made trains safer
 - a. _____ - stopped every car (Westinghouse)
 - b. _____ - station and train could communicate

B. The _____ Industry

1. Andrew _____
 - a. **entrepreneur** - _____ b. used Bessemer process to make stronger steel
 - c. bought steel mills, iron and _____ mines to supply them, and _____ to move the steel
 - d. made steel much _____
 - e. became very rich and built _____ and _____
2. steel changed America
 - a. steel _____ replaced weak _____ rails
 - b. _____ instead of brick and wood buildings
 - c. huge _____

C. The _____ Industry

1. John D. _____
 - a. had **capital** - _____
 - b. bought businesses until he owned it all (barrels, etc.)
 - c. produced oil at the _____ price
2. high demand for oil
 - a. _____ for oil lamps
 - b. _____ engine and cars were invented

D. Thomas Alva _____

1. one of most important _____ and industrial leaders
 - a. new telegraph system
 - b. _____
 - c. improved _____
 - d. central power station for _____

E. Growing Cities

1. in 1860 - 1/____ people lived in cities
2. by 1900 - 1/____
3. industries growing so many _____
4. _____ people moving to town
5. many immigrants

F. City Problems

1. **slum** - _____
 - a. overcrowded _____ - apartment houses
 - b. spread _____
 - c. 3/____ children died before _____ years old
2. insects and _____ spread disease
3. a lot of _____ - eaten by pigs
4. fires
 - a. burned _____ buildings
 - b. Great _____ Fire of 1871
 - 1.) burned _____ hours
 - 2.) killed 300 people
 - 3.) left _____,000 homeless
 - c. no _____
5. crime
 - a. too _____ for police to find criminals
 - b. many _____

G. The Changing City

1. _____ and stores, theaters, schools, _____, RR stations, _____
2. buildings
 - a. _____ - not very tall
 - b. Jenney's steel _____ = **skyscrapers** - _____
 - c. _____ invented
3. electricity
 - a. run through _____
 - b. allowed inventions to be used throughout the city
 - c. lit theatres and _____ for shoppers
4. transportation
 - a. street car – pulled by _____, slow, expensive
 - b. _____ car – tracks, _____-powered cable in the street
 - c. trolley car – _____, allowed people to live farther away

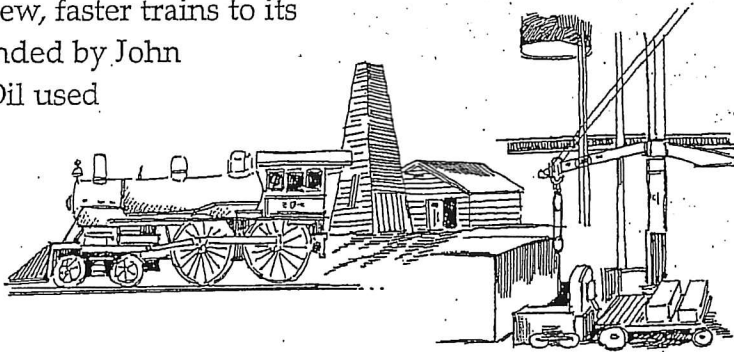
The Rise of New Industries

Directions Read the passages below, and answer the questions that follow.

In the 1800s the United States government made land grants to several railroad companies. More than 130 million acres were given to the Union Pacific, the Santa Fe, the Central and Southern Pacific, and the Northern Pacific railroads. In addition, western states gave the railroads 49 million acres. These land grants allowed the railroad industry to open new markets in the West for goods produced in the East.

One effect of the railroad boom was the need for stronger track. When the railroads were first built, the rails were made of iron. With the arrival of bigger and faster locomotives, however, these iron rails were not strong enough to withstand the weight of the new trains. A man named Henry Bessemer invented a way to make steel tracks strong enough for the larger locomotives. As a result, many companies were able to ship their products throughout the United States at a faster pace.

One company that used the new, faster trains to its advantage was Standard Oil. Founded by John D. Rockefeller in 1867, Standard Oil used the trains to ship oil all over the country. By 1882 Standard Oil controlled almost all of the oil refining and distribution in the United States.



1 Where did the railroad companies get the land on which they built the lines? _____

2 What effect did replacing iron rails with steel rails have on how United States companies could ship their products? _____

3 What company did John D. Rockefeller found in 1867? _____

4 What role do you think the railroads played in the growth of Standard Oil? _____

III. Immigration

A. Immigrants from Europe

1. **old immigration**

- a. from northern and western Europe
- b. _____, _____, and _____
- c. Denmark, Norway, and Sweden

2. **new immigration**

- a. southern and eastern Europe - poor
- b. Austria, _____, Italy, Greece, Poland, and _____
- c. **advertisement** - _____
_____ (come to America)

3. life for immigrants

- a. came through _____ Island
- b. many checkpoints for _____, papers, and a plan
- c. settled in _____ with their own people
- d. lived in **tenements** - _____
- e. worked for _____ wages
- f. had Americans change their names

B. Immigrants from _____

1. China

- a. came through _____ Island after the _____ rush
- b. some had to wait _____ to enter America or didn't at all
- c. worked for _____ wages
- d. helped build the _____

C. _____ to Immigrants

1. reacted _____
2. felt they were too _____
3. worried they would take all the _____
4. **prejudice** - _____

-
- a. taunted
 - b. "Irish need not apply"
 - c. physical _____
 - d. wanted to _____ immigration

5. **regulations** - _____

- a. Congress passed the Chinese Exclusion Act - no more immigrants for _____ years

D. African Americans on the Move

1. moved from the South to the _____ for more opportunities
2. soldiers fought Native Americans (_____ soldiers)
3. Great _____ - when many moved _____ for a better life

School Days

late Past to Present

INSTRUCTIONS: The following excerpt from *Immigrant Kids* by Russell Freedman describes a typical school day in New York City in the early 1900s. Read the excerpt. Then answer the questions that follow.

When teacher called out in her sharp, penetrating voice, "Class!" everyone sat up straight as a ramrod, eyes front, hands clasped rigidly behind one's back. We strived painfully to please her. With a thin smile of approval on her face, her eyes roved over the stiff, rigid figures in front of her.

Beautiful script letters across the huge blackboard and a chart of the alphabet were the sole adornments of the classroom. Every day the current lesson from our speller was meticulously written out on the blackboard by the teacher. . . . We spent hours over our copybooks, all conveniently lined, as we laboriously sought to imitate this perfection.

We had to learn our lessons by heart, and we repeated them out loud until we memorized them. Playgrounds were nonexistent, toilets were in the yard, and gymnasiums were an unheard-of luxury.

1. Use context clues to define *penetrating*. _____
2. Use context clues to describe your image of a ramrod. _____
something rigid or unyielding. Discuss with students the definition of *ramrod*:

3. Compare the adornments, or decorations, in the classroom described with the ones in your classroom. _____

4. Describe differences between the way the teacher presented lessons in the early 1900s and the way your teacher presents lessons. Include descriptions of methods and materials.

5. On a separate sheet of paper, write three paragraphs about your school, using the above three paragraphs as a guide. Describe the same things described in each paragraph, but use your school and class as the topic.
Responses should parallel description provided in each paragraph.

Name _____ Date _____



Photograph

Examine the photograph of immigrants arriving at Ellis Island in New York Harbor. Then answer the questions below.



1. List things you see in the photograph.

2. How would you describe the man in the front of the photograph?

3. Put yourself among the immigrants and explain why you have come to the United States.

IV. A New World Power

-imperialism - _____

A. Alaska

1. colony of _____ first – hunted _____ for food
2. U.S. bought for \$ _____ million (2 cents/acre)
 - a. people like William _____ (Secretary of _____) wanted to expand _____
 - b. some thought it was a _____ place of no value and called it Seward's _____
3. _____ found!
 - a. in Juneau on the **panhandle** - _____
 - b. later found in Nome and _____
 - c. gold _____ and these cities formed _____
 - d. _____ Alaska's population
 - e. few got rich and gold ran out
4. also found copper, _____, zinc, _____, and forests
5. became a territory in _____ and the _____ state in 1959

B. The _____ Islands

1. _____
 - a. came in 700's from Asia to the middle of the _____ Ocean
 - b. _____ and trading ships stopped for supplies (400 ships/year)
 - c. ruled by Queen _____
2. Americans arrived and took over
 - a. _____ came to convert the Hawaiians to _____
 - b. others set up cattle _____ and sugar _____
 - c. took over much _____, trade, and political _____
 - d. Queen was _____
 - e. became a republic, then _____
3. became U.S. territory in _____ and the _____ state in 1959

C. Tensions Rise

1. _____ owned by Spain but wanted _____
2. Americans supported Cubans
 - a. similar to our war for _____
 - b. to keep _____ and mills there
 - c. because of **yellow journalism** - _____ in which newspapers do not tell the _____ and exaggerate the _____
3. U.S. offered to _____ Cuba but turned down
4. battleship *Maine* _____ up in _____ harbor

D. _____ American War

1. war lasted four _____
2. 5,000 Americans died, mostly from _____
3. _____ signed and U.S. gained much
 - a. Cuba was _____
 - b. _____ - still U.S. _____!
 - c. _____ - still U.S. territory!
 - d. _____ Islands – independent in _____

4. U.S. was finally seen as a _____ !

E. Theodore _____

1. famous from Spanish - American war

a. the _____ of Santiago

b. formed the _____

c. _____ fighting company

1.) western _____ and college _____

2.) won many battles with _____

2. became _____

a. was V.P.

b. McKinley was shot by an **anarchist** - _____

3. the Great _____ Fleet

a. he believed in being a man of _____

b. wanted the country to be a _____ of action

c. sent _____ on a world cruise to remind others that he was the leader of a powerful _____ force

F. The _____ Canal

1. ships had to sail around _____ America because of the Isthmus of Panama

a. **isthmus** - _____

2. Why a canal?

a. would allow them to _____ easier

b. ships in the _____ and _____ could help each other quickly in _____

3. building of the canal

a. _____ years

b. _____ miles through _____, swamp and _____

c. _____ - yellow fever and _____ killed many men

d. cost \$ _____ million and _____ lives

e. one of the world's greatest _____ achievements

4. trips now took _____ instead of _____

New Lands for the United States

Directions Read each term listed below. Decide whether each one best describes Alaska or Hawaii. Place each term in the correct column.

southwest of California	Seward's Folly	gateway to the Pacific
otters	sugar plantations	Honolulu
mineral deposits	missionaries	owned by Russia
gold	ruled by a monarch	Juneau
cattle ranches	salmon	panhandle

Alaska	Hawaii