In what ways was racial discrimination reinforced by law?

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.

<table>
<thead>
<tr>
<th>Trend</th>
<th>Impact</th>
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<tbody>
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<td>6.</td>
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</tbody>
</table>

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 literacy rate? What do you think were the implications on society of a more literate population?

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.

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?

MAIN IDEAS

1. Bridges and trains helped cities to grow outward; skyscrapers helped cities grow upward.
2. Printing and paper became less expensive; photography became widespread; airplanes carried people and mail across the nation.
3. The population of school-age children increased; immigrant children enrolled in school; and reformers focused on educational programs.
4. Some did not want their children Americanized; others had religious objections.
5. The Supreme Court legalized segregation in Plessy v. Ferguson; Congress enacted the Chinese Exclusion Act; Debt peonage was allowed.
6. Mexicans worked in mining, agriculture, railroad construction, and irrigation projects—helping to make the desert "bloom."
7. Popular leisure activities included bicycling, spectator sports, amusement parks, theatre, the circus, and reading fiction.
8. Advertising, shopping centers, department stores, and mail-order catalogs changed the way Americans shopped.

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

TERMS AND NAMES

1. Louis Sullivan, p. 483
2. Orville and Wilbur Wright, p. 485
3. Booker T. Washington, p. 491
4. W. E. B. Du Bois, p. 491
5. Niagara Movement, p. 491
6. Ida B. Wells, p. 492
7. Jim Crow laws, p. 493
8. Plessy v. Ferguson, p. 493
9. debt peonage, p. 495
10. rural free delivery, p. 503

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
   Trends and Impacts: Engineering innovation—urban expansion
   New technology—increased leisure time and activities
   Public education—literacy; reforms
   Jim Crow—segregation; restricted freedom and civil rights of African Americans
   Plessy v. Ferguson—legalized segregation
   Printing, paper, photography—mass culture

2. Drawing Conclusions
   New technologies made urban expansion possible. Leisure time increased, as did the popularity of leisure activities. Improved printing, paper, and photography led to the widespread availability of newspapers, catalogs, and print advertisements. A mass culture was born.

3. Interpreting Graphs
   Greatest gain in literacy rate was in 1890. Literacy gave more American citizens the tools to participate in the social, political, and cultural aspects of American society.
ALTERNATIVE ASSESSMENT
1. 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.

2. INTERNET ACTIVITY
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.

ALTERNATIVE ASSESSMENT
1. INTERACT WITH HISTORY
Rubrics
- A cause-and-effect chart should . . .
- Be a two-column chart with appropriate headings and labels
- List significant technological innovations from the turn of the 20th century
- Accurately define and list the impact of each innovation

2. INTERNET ACTIVITY
Rubrics
- A poster should . . .
- Include pictures, illustrations, headlines, cartoons, or other visual aids
- Highlight the theme of “famous firsts” at the 1893 Exposition
- Reflect the contributions and research of the whole group