**Objectives**

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Analyze the causes of urban growth in the late 1800s.
- Explain how technology improved city life.
- Evaluate how city dwellers solved the problems caused by rapid urban growth.

**Prepare to Read**

**Background Knowledge**

Remind students that by 1900, the number of Americans living in cities had doubled from the figures recorded only a few decades earlier. Ask students to explain the rapid growth of urbanization at this time.

**Set a Purpose**

- **WITNESS HISTORY** Read the selection aloud.
  Ask *How did the expansion of cities affect the way cities dealt with fires? (As cities expanded, fire services had to expand and become more professional.) Why would a fire department be important in a large city such as Chicago? (In large urban areas such as Chicago, buildings were close together, and a fire in one building quickly spread to those around it.)*

- **Focus** Point out the Section Focus Question, and write it on the board. Tell students to refer to this question as they read. *(Answer appears with Section 2 Assessment answers.)*

- **Preview** Have students preview the Section Objectives and the list of Terms and People.

- **NoteTaking** Using the Guided Questioning strategy (TE, p. T20), have students read this section. As they read, have students record the section’s main ideas in a flowchart.

**Cities Expand and Change**

**Objectives**

- Analyze the causes of urban growth in the late 1800s.
- Explain how technology improved city life.
- Evaluate how city dwellers solved the problems caused by rapid urban growth.

**Terms and People**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>urbanization</td>
<td>rural-to-urban migrant</td>
</tr>
<tr>
<td>skyscraper</td>
<td>Frederick Law Olmsted</td>
</tr>
<tr>
<td>Elisha Otis</td>
<td>tenement</td>
</tr>
<tr>
<td>mass transit</td>
<td></td>
</tr>
<tr>
<td>suburb</td>
<td></td>
</tr>
</tbody>
</table>

**Reading Skill: Identify Main Ideas** Record the main ideas of this section in a flowchart.

**Why It Matters**

As one historian has noted, America was born on the farm and moved to the city. In 1880, most Americans lived in rural areas, with only 16 percent living in towns or cities with a population of 8,000 or more. By 1900, that percentage had doubled, and nearly 15 million Americans lived in cities with populations of more than 50,000. This period was the beginning of an upsurge in urbanization that both reflected and fueled massive changes in the way Americans lived. **Section Focus Question:** What challenges did city dwellers face, and how did they meet them?

**America Becomes a Nation of Cities**

In the late nineteenth century, America experienced a period of **urbanization** in which the number of cities and people living in them increased dramatically. Still, numbers and statistics do not tell the whole story of how Americans became city folk. Urban people lived differently from rural people. They worked on schedules, rode trolley cars, paid rents to live in apartment buildings, and interacted with many strangers. Over time, their urban values became part of American culture.

**Cities Offer Advantages**

America’s major cities were manufacturing and transportation centers clustered in the Northeast, on the Pacific Coast, and along the waterways of the Midwest. Connected...
by the new railroad lines, cities became magnets for immigrants and rural Americans. They were attracted by jobs in factories or the service industries. Those with a little money opened shops. The educated increasingly joined the new middle-class professions, working in downtown offices.

Women’s opportunities, in particular, were dramatically expanded in urban areas. In addition to factory work, they could take in boarders, do piecework, or become domestics and servants. Educated women found work as teachers or in offices as secretaries and typists.

While many city jobs offered only hard work for little reward, they were an improvement over the alternatives for many. Cities offered variety, promise, and even a bit of glamour. By saving part of their wages, city workers might attain some comforts or perhaps even move into the growing middle class. At the least, they could increase their children’s opportunities by sending them to school. While some laborers were trapped in an endless cycle of poverty, only the very poorest were unable to enjoy a higher standard of living in the late nineteenth century.

Life was hard in the city, but most preferred it to the country. Horace Greeley, a politician and New York City newspaper editor, wrote in the 1860s, “We cannot all live in cities, yet nearly all seem determined to do so.” City churches, theaters, social clubs, and museums offered companionship and entertainment. Transportation out of the city and to other cities was easily accessible. In this period of growth and expansion, some migrants moved from city to city, trying to improve their fortunes.

Immigrants Move In to Seize Opportunities By 1900, some urban areas had a population that was more than 40 percent foreign born. Some immigrants found their way to a city through happenstance, while others joined family

**Map Skills** In 1900, more than six times as many people lived in cities of 25,000 or more than in 1870.

1. **Locate:** (a) New York, (b) Chicago, (c) San Francisco, (d) Minneapolis
2. **Describe** Which areas of the country were the most urbanized?
3. **Draw Conclusions** Who settled in cities?
Independent Practice
To help students locate the major urban centers of the United States in the late nineteenth century, have students read and complete the Outline Map: Major Cities worksheet.

Teaching Resources, p. 20

Monitor Progress
As students fill in their flowcharts, circulate to make sure that they understand the main ideas of each blue heading in this section. For a completed version of the flowchart, see Note Taking Transparencies, B-66.

Cities offered a wider variety of jobs for both men and women. Children had greater access to schools. More opportunities for entertainment and cultural activities were available in cities. Also, most families were able to raise their standard of living.

Answer

Cities offered a wider variety of jobs for both men and women. Children had greater access to schools. More opportunities for entertainment and cultural activities were available in cities. Also, most families were able to raise their standard of living.

Farmers Migrate From Country to City Many rural-to-urban migrants moved to cities in the 1890s. The move from farm to factory was wrenching. Former agricultural workers often found themselves working in dim light and narrow confines. The pace of work was controlled by rigid schedules, with no slow seasons. However, factory work paid wages in cash, which was sometimes scarce on family farms. The increasing difficulty of making a living on a farm, combined with the excitement and variety of city life, sparked a vigorous rural-to-urban migration.

Midwestern cities such as Minneapolis–St. Paul and Chicago exploded in the decade between 1880 and 1890. Many of the newcomers were immigrants or migrants from the rural West. They were attracted by land but also by economic opportunities. African Americans moving out of the South were also part of the migration, although on a smaller scale. The majority of these African Americans stayed in southern cities, but migrants to northern and western cities paved the way for a much larger migration after World War I.

Checkpoint What were the advantages of city life?

Technology Improves City Life
As cities swelled in size, politicians and workers struggled to keep up with the demands of growth to provide water, sewers, schools, and safety. American innovators stepped up to the task by developing new technologies to improve living conditions. The middle and upper classes benefited most from the innovations, but every city dweller was affected. Electric trolleys and subways, building codes, and other innovations kept crowded cities from slipping into pollution and chaos.

Cultural Regions The distribution of ethnic and cultural groups today can be traced to patterns of immigration and migration that are often more than a century old. Some ethnic groups are concentrated in certain areas because they clustered near the ports of entry that admitted them to the United States. Many Chinese, Japanese, Filipino, and Korean communities have grown in cities such as San Francisco and Los Angeles. Italian and Irish immigrants also tended to settle near ports of entry in urban areas or on farmland not far from these areas. Cities such as New York and Boston still have large Italian American and Irish American populations. Many Scandinavians set out for the upper Midwest to farm. Minnesota, Wisconsin, and the Dakotas have large numbers of Americans of Scandinavian descent. Historical events in the United States account for the traditional clustering of African Americans in the South, in the same areas where slavery was strong. People of Mexican descent have settled in the Southwest on lands that were once part of Mexico or near the Mexican border. Today, many Cubans live in southern Florida, where they first entered the United States.
Engineers Build Skyward The cities of the late nineteenth century began to take their modern form. For the first time, skylines became recognizable by their skyscrapers. These ten-story and taller buildings had steel frames and used artistic designs to magnify their imposing height. Inside, they provided office space in cities that had no room left on the ground. But tall buildings were only realistic because of other new technology. In the 1850s, Elisha Otis developed a safety elevator that would not fall if the lifting rope broke. Central heating systems were also improved in the 1870s. In these years, architecture emerged as a specialized career. The American Institute of Architecture was established in 1857 to professionalize the practice. Its members encouraged specific education and official licensing in order to become an architect. These professionals designed the buildings that were quickly becoming hallmarks of urban life: public schools, libraries, train stations, financial institutions, office buildings, and residences.

Electricity Powers Urban Transit In 1888, Richmond, Virginia, introduced a revolutionary invention: streetcars powered by overhead electric cables. Within a decade, every major city followed. It was the beginning of a transportation revolution. Mass transit—public systems that could carry large numbers of people fairly inexpensively—reshaped the nation’s cities. Commuter rail lines had carried people to areas in and around cities since the 1870s. However, they were powered by coal-driven steam engines, making them slow, unreliable, and dirty. Some cities used trolleys pulled by horses, which were slower and left horse waste all over the streets. Electricity, on the other hand, was quiet, clean, and efficient. Electric cars also ran on a reliable schedule and could carry many more people than horse-drawn carts.

Electric cable cars were not practical in every city, however. Cables strung in narrow streets could block fire trucks, and traffic congestion often prevented streetcars from running on schedule. In 1897, Boston solved this problem by running the cars underground in the nation’s first subway system. New York City followed in 1904.
Urban Living Creates Problems

Instruct

- **Introduce:** Key Term Point out the key term **tenements** (in bold) in the text. Note that most urban workers lived in these crowded, substandard apartment buildings. Ask students to consider why the rapid growth of cities gave rise to **tenement** living.

- **Teach** Ask Why was tenement living so difficult? (Tenements were crowded, and sometimes several families lived in one apartment or room; there were few windows, so there was little light or ventilation; shared toilets were unsanitary and bred disease.) Have students read the Primary Source quotation on this page. Ask Why might Jacob Riis have wanted to bring attention to the plight of people living in tenements? (Possible response: Riis hoped that by bringing attention to the situation, he could persuade people to improve conditions.) Which of the problems common in cities of the late 1800s was most threatening to the people who lived there? Explain. (Sample answer: Lack of sanitation and clean water supplies were most threatening because they resulted in the spread of diseases.)

- **Analyzing the Visuals** Have students examine the dumbbell tenement plans on this page. Ask students to consider why tenements were so crowded.

Independent Practice

Have students review the content below this blue heading by creating an outline. Remind students that their outlines should include only the subsection’s main ideas.

Monitor Progress

As they work on their outlines, make sure that students include only the most important ideas.

Answers

- Mass transit made cities cleaner and allowed middle- and upper-class people to move to nearby suburbs, leaving poorer people to live in the cities.

Caption Sample: Overcrowding could have caused unsanitary conditions, the spread of disease, and the danger of fires.

Middle and upper class people who could afford transit fares moved away from the noise and dirt of the industrial city. They built housing in the cleaner, quieter perimeter, known as streetcar **suburbs**. From there, they rode mass transit into the center of the city to work, shop, or be entertained, returning to their homes in the evening. Poorer people remained in city centers so that they could walk to work.

**City Planners Control Growth** As cities grew larger and more complex, architectural firms expanded to offer city-planning services designed to make cities more functional and beautiful, even as their populations skyrocketed. Architect Daniel Burnham designed his version of the ideal city for Chicago’s 1893 World’s Columbian Exposition, a fair held to commemorate Columbus’s arrival in the Americas. Called the White City, the integrated design included boulevards, parks, buildings, and even electric streetlights.

Mass transit allowed city planners to segregate parts of the city by zoning, or designating certain areas for particular functions. Through the 1890s, cities embraced designs that had separate zones for heavy industry, financial institutions, and residences. They also built public spaces, such as public libraries, government buildings, and universities.

Parks and recreational spaces were one of the most important aspects of city planning. Since the 1850s, cities had built parks as a solution to some of the problems of urban growth. Philadelphia purchased areas along the Schuylkill River to protect the city’s water supply from industrial pollution. They hired landscape engineer **Frederick Law Olmsted** to design Fairmount Park. Olmsted had also designed New York City’s Central Park and similar parks in Detroit, Michigan; Washington, D.C.; and Palo Alto, California.

**Checkpoint** How did public transportation change urban areas?

**Urban Living Creates Problems**

Growing cities faced many problems caused by overcrowding and poverty. In 1890, New York’s Lower East Side had a population of more than 700 people per acre. As immigrants and rural migrants arrived, they crowded into neighborhoods that already seemed to be overflowing.

**Housing Conditions Deteriorate** As newcomers moved into urban areas, those who could not afford to ride mass transit had to live within walking distance of the industrial plants and factories where they worked. Housing in densely populated neighborhoods was often aging and usually overcrowded. Most urban workers lived in **tenements**: low-cost multifamily housing designed to squeeze in as many families as possible. Sometimes, several families lived in one apartment or even one room. They used the space for sewing clothes or doing other piecework to earn money.

Tenement owners usually lived in the suburbs or in fashionable downtown areas, away from the industrial grime. However, they built apartments for desperate people who had little choice about where they lived. With few windows and little sanitation, tenements were unhealthy and dangerous. In 1890, journalist Jacob Riis drew attention to the plight of New York tenement dwellers:

*Primary Source* “Go into any of the ‘respectable’ tenement neighborhoods . . . you shall come away agreeing [that] . . . life does not seem worth living. . . . [T]he airshaft. . . . seems always so busy letting out foul stenches . . . that it has no time to earn its name by bringing down fresh air. . . .” —Jacob Riis, *How the Other Half Lives*
Migration and Urbanization

**History Background**

**Early Suburbs** In the late 1800s, the first suburbs were built for the wealthy. The idea was to create a healthy and pleasant rural environment in which upper-class or upper middle-class families could live in tasteful homes in parklike surroundings, removed from the congestion and filth of cities. Places such as Llewelyn Park, New Jersey, were among the earliest suburbs. The stately homes of the residents were surrounded by landscaped gardens, open green space, and roads that looked like curved country lanes.

When the middle class expanded and transportation improved in the late 1800s and early 1900s, suburbs expanded, too. Suburbs remained the domain of the wealthy and the upper middle class until the post–World War II period, when the ability to build cheap homes and the means to finance them through the GI Bill made ownership of suburban homes possible for ordinary Americans. This was the era of huge developments such as Levittown, New York, which came to epitomize the suburbs in the mid-twentieth century.

**DEBATE THE ISSUE**

**Expanding Suburbs** American suburbs began in the 1800s but mushroomed after World War II. By 1990, nearly all of all Americans lived in suburbs. These communities offered many benefits. But critics say they have contributed to urban sprawl, traffic congestion, and other problems.

“Suburbanization represents a significant improvement in the quality of life for people who settle there. Most people who move out of their older homes do so because their needs have changed. Suburban and rural areas often meet these new needs better than older, more densely populated central cities.”

—Samuel Staley, Reason Public Policy Institute

“Sprawling patterns of growth are an inefficient use of land that scatters jobs, houses, schools and shopping across the landscape. . . . It leaves people little choice but to use their auto for any trip. . . . It fragments the ecosystems that protect our drinking water and wildlife habitat and that provide recreational opportunities that we all enjoy.”

—Robert J. Pirani, Regional Plan Association, New York

**TRANSFER Activities**

1. **Compare** How do the two quotations differ in their perspective on suburbs?
2. **Analyze** How did the growth of the suburbs affect urban life and growth?
3. **Transfer** Use the following Web site to see a video, try a WebQuest, and write in your journal. www.pearsonschool.com/ushist

**American Issues Connector**

**TRACK THE ISSUE**

**How does migration affect patterns of settlement in America?**

Several migration trends have shaped settlement patterns in the United States. One is the movement of people to the West and to the southern “Sunbelt.” Another is the movement from rural to urban areas, which then developed suburbs. These migrations have had a great influence on American life. Use the timeline below to explore this enduring issue.

- **1862** Homestead Act
  - Offer of free land brings settlers to the Great Plains.
- **1880–1920** Urban Migration
  - Millions of Americans leave farms for the cities. By 1920, urban population exceeds rural population.
- **1910–1930** Great Migration
  - Southern blacks move north, giving rise to African American neighborhoods.
- **1950s** Suburban Flight
  - Mass movement from central cities to suburbs begins.
- **1970s–Present** Sunbelt Growth
  - Sunbelt states grow rapidly as Americans move to the warmer, southern half of the country.

**Background Knowledge**

Explore with students why people move to or from cities. Ask students to compare the benefits and costs of living in an urban area with those of living in suburban or rural areas.

**Instruct**

Ask Between 1880 and 1930, where did many Americans migrate? (from rural areas to urban areas) Discuss with students why suburbs “mushroomed,” especially after World War II, and what benefits and drawbacks are applied to this development. What effect do you think this movement of people to the suburbs had on cities? (Sample answer: Cities lost residents, creating areas of urban decay; some cities lost political power; in the form of voters, to suburbs.)

**Monitor Progress**

- Have students complete the Issues Connector worksheet, Migration and Urbanization. Check students’ work to make sure that they grasp the issue. **Teaching Resources**, pp. 14–17
- Remind students to complete their American Issues Journal worksheets on Migration and Urbanization. Review their work for accuracy. **Reading and Note Taking Study Guide**

**Answers**

**Transfer Activities**

1. Stanley supports suburban living as an improvement over the quality of life in cities. Pirani views suburbs as sprawling developments that use land inefficiently and degrade the environment.
2. Student answers should mention declines in urban population, services, and political power.
3. For more information about migration and urbanization, have students access www.pearsonschool.com/ushist.
Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz. Teaching Resources, p. 23
- To further assess student understanding, use Progress Monitoring Transparencies, 74.

Reteach
If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide
Adapted Reading and Note Taking Study Guide
Spanish Reading and Note Taking Study Guide

Extend
See this chapter’s Professional Development pages for the Extend Online activity on the urban landscape of late nineteenth-century America.

Answers

Caption An increased urban population created the need for workers to keep the streets clean and to maintain order and the rule of law.

Problems included crowded and substandard housing, trash and filth in the streets, the lack of clean water, fires that swept through crowded areas, and street crime.

City Workers
The street cleaner and police officer above worked for New York City around 1900. Why were these city workers needed?

Water and Sanitation Pose Risks Late nineteenth-century cities were filthy. Unpaved streets were snarled with ruts and littered with trash and even dead horses that were left to rot. Alleys between tenements were clogged with food waste and trash. Only the newest urban dwellings had indoor toilets, and the shared toilets in tenements often overflowed. These conditions were perfect for breeding epidemics, posing danger to everyone. Governments and city planners began to take steps to improve living conditions.

During the 1880s, planners attempted to regulate housing, sanitation, sewers, and public health. They began to take water from reservoirs that were separate from the polluted rivers and lakes. In the next decade, a new filtration system improved water quality even more. Private companies competed for lucrative contracts to manage water distribution. Especially in the Southwest, where water was in short supply, questions of who should profit from water delivery sent city planners into a frenzy.

Fire, Crime, and Conflict Even one careless act could have devastating consequences in crowded housing. Open fireplaces and gas lighting started fires that quickly swept through a city. A fire destroyed Chicago in 1871, killing between 200 to 300 people. It also left more than 100,000 people homeless. As the nineteenth century drew to a close, many cities developed professional firefighting teams.

At night, the streets were dangerous, yet many factory workers had to travel to and from work in the dark. In response to this challenge, professional, uniformed city police forces replaced the lone constable and the decentralized neighborhood watch. The new officers were civil servants who took exams and regularly patrolled city neighborhoods. They were aided in their task of ensuring safety by new electric streetlights.

However, the police were unable to overcome the challenge of tension between urban groups. In every big city, communities clashed along ethnic and racial fault lines. Police allowed immigrants to sleep in the station houses to avoid the violence in the streets. Even very young boys joined neighborhood gangs for safety. Race, class, and neighborhood loyalties and conflicts continued to define neighborhood life for many generations.

Checkpoint Describe the problems created by urban living.

Section 2 Assessment

Comprehension
1. Terms and People For each item below, write a sentence explaining its significance.
   - urbanization
   - rural-to-urban migrant
   - skyscraper
   - Elisha Otis
   - mass transit
   - suburb
   - Frederick Law Olmsted
   - tenement

2. Note Taking Reading Skill: Identify Main Ideas Use your flowchart to answer the Section Focus Question: What challenges did city dwellers face, and how did they meet them?

Writing About History
3. Quick Write: Write a Proposal Write a proposal explaining how you would fix one urban problem of the late 1800s.

Critical Thinking
4. Draw Inferences Why did immigrants and rural migrants move to cities?
5. Summarize How did city planners try to improve city life?
6. Analyze Why did the cities of the late nineteenth century have many problems?

For additional assessment, have students access Progress Monitoring Online at www.pearsonschool.com/ushist.
Skyscrapers

By the 1870s and 1880s, cities had begun to expand upward. Architects experimented with designs for taller, stronger buildings. Finally, in 1885, William LeBaron Jenney designed the Home Insurance Company building in Chicago (right). It was the first building in which a steel frame supported the outside walls, allowing more space and windows on lower floors.

Other projects quickly followed as engineers perfected strong but lightweight Bessemer steel supports. Louis Sullivan, Jenney’s student, designed and built St. Louis’s Wainwright Building in 1890. Leading architects, including Sullivan, believed that buildings must be functional first, but also artistic. This group, known as the Chicago School, designed many of the nation’s early skyscrapers.

Over time the look of skyscrapers changed as architects began to experiment with materials other than stone for outer walls. Some people thought that skyscrapers were ugly and would change cities for the worse. Some cities passed laws that limited the height of buildings, allowing light to reach the streets.

Skyscrapers

The first skyscrapers were constructed in the United States in the 1880s. Steel beams and columns allowed higher buildup without the support of thick, lower-floor walls. Elevators made it practical for people to move from floor to floor in multistory buildings.

Since the Home Insurance Building was completed in 1885, several buildings have held the record as the world’s tallest skyscraper. New York’s Empire State Building, 102 stories and 1,250 feet high, was the world’s tallest building from 1931 until the completion of the 110-story World Trade Center in 1972.

In 1974, the 1,450-foot Sears Tower surpassed the Twin Towers as the world’s tallest building. The Petronas Towers in the Malaysian city of Kuala Lumpur claimed the record in 1996. Although the Sears Tower is actually taller—the highest used floor is 200 feet higher than the top of the Petronas Tower—the Malaysian building has a higher spire.

In 2003, Taipei 101, on the island of Taiwan, became the world’s tallest skyscraper at 101 stories and 1,670 feet. The Burj Dubai, or Dubai Tower, whose construction began in 2004 and is ongoing, became the world’s tallest building when it surpassed Taipei 101.

Thinking Critically

1. **Analyze Visuals** How did tall buildings change the physical landscape of urban areas?
2. **Infer** What does the cartoon tell you about the perception of skyscrapers?

Answers

**Thinking Critically**

1. Before technological advances permitted the building of skyscrapers, cities were low and grew by spreading outward. With the advent of tall buildings, cities began to grow upward.
2. The cartoon shows that people had reservations about the unprecedented height of these new buildings.

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Monitor Progress

Have students complete the Thinking Critically questions. Review their work for accuracy.