

Fraser: Chapter 17

Complete the following exercises in order *as you read* the chapter.

INTRODUCTION

Introductions provide a valuable guide to the material you are about to read, telling you what topics will be covered and how they fit together. If you keep the "big picture" provided by the introduction in mind as you read the chapter, you'll find it much easier to organize your notes, identify important information, and avoid getting lost in the details. With this in mind, re-read the introduction to Chapter 17. As you read, make a list of the key topics you expect to learn about.

Key Topics

Key Terms

When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

Technology Changes the Nation

Graphic Note Taking: Mastering the Details

The late nineteenth century saw an unprecedented burst of technological innovation. Collectively, the new inventions transformed American life. As you read this section, make a list of the most important inventions of the era. Be sure to note the importance of each invention you include. You'll use your list to answer a question when you finish this section.

Invention	Importance
1.	
2.	
3.	
4.	
5.	
6.	

Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. How quickly was the telephone adopted by American consumers following its patent in 1876? What does the rate of adoption suggest about American society in the late nineteenth century?
2. How did Edison fund his research into electric lights and, once invented, how did he publicize his electric light bulb?
3. What was Henry Ford's key contribution to the automobile industry?

Making Connections

Take another look at Table 17-1: Factory Sales of Passenger Cars per Year on page 512 of your text book. What important patterns do you see in the data the table presents?

Graphic Note Taking: Follow Up

Use your notes to help answer the following question. Why did the advent of inexpensive automobiles have such a profound impact on American society and the American economy?

Corporations and Monopolies

Graphic Note Taking: Outline

The changing economic environment of the late nineteenth century required new business models. The translation of the new inventions of the era into new industries required enormous investments in money and manpower. As banks and corporations grew in response to post-Civil War challenges and opportunities, a tiny group of Americans became richer and more powerful than any Americans before them. As you read the section, create an outline like the one included below to help you trace the development of American big business. You'll use your outline to answer a question when you finish this section.

I. The Panic of 1873

A. Jay Cooke

1. Most powerful banker in U.S. in 1865
2. Financed the Northern Pacific Railroad
3. Overproduction and overseas developments led to bankruptcy

2. How did Standard Oil achieve a near monopoly of the oil refining industry?

3. How did the structure and organization of Carnegie Steel differ from that of Standard Oil?

Making Connections

Take another look at the photograph of George Vanderbilt's estate on page 515 of your text book. What sort of statement might Vanderbilt have been trying to make with this grand mansion?

Graphic Note Taking: Follow Up

Use your notes to answer the following question. How did the industrial and financial leaders of the Gilded Age increase and consolidate their wealth and power?

The Lives of the Middle Class in the Gilded Age

Graphic Note Taking: Charting the Growing Influence of the Middle Class

The new middle class that emerged in the late nineteenth century had a far-reaching impact on American life, influencing the values that were seen as quintessentially American, the nature and design of American cities, the issues that dominated national politics, and the foreign policy pursued by the American government. As you read this section, use a table like the one included below to take notes on the impact of the new middle class. You'll use your table to answer a question when you finish this section.

Values:
Cities:
Politics:
Foreign Policy:

Reviewing the Facts

Provide a short answer.(3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. Why did late nineteenth-century cities focus their resources on improving the quality of their water supply?

2. How did the new middle class shape the electoral politics of the late nineteenth century?

3. Why did the pace of American overseas economic expansion quicken after the Panic of 1873?

Making Connections

Take another look at the painting of New York at night on page 522 of your text book. How did the technological innovations depicted in the painting make the emergence of the new middle class possible?

Use your notes to answer the following question. Who belonged to the new middle class and what values and priorities did that class promote?

Immigration

Graphic Note Taking: Cause and Effect

The United States experienced a surge of new immigration in the late nineteenth century. Immigrants came from many countries, pushed by conditions at home and pulled by the promise of a better life in the United States. As you read this section, use a table like the one included below to identify the push and pull factors that brought different groups of immigrants to the United States. You'll use your table to answer a question when you finish this section.

	Push Factors	Pull Factors
Russian and Eastern European Jews		
Southern Italians		
Chinese		

Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you; but to help you discover how much you know and what you might need to review.

1. How did immigration patterns between 1815 and 1890 differ from immigration patterns between 1890 and 1914?

2. How did Russian government policies stimulate Jewish emigration?

3. What was the experience of Ellis Island like for most immigrants?

Making Connections

Take another look at the photograph of Japanese immigrants at Angel Island on page 532 of your text book. What similarities and differences were there in the experiences of Asian and European immigrants?

Graphic Note Taking: Follow Up

Use your notes to answer the following question. Why were Russian and eastern European Jewish immigrants among the least likely immigrants to return to their home countries?