



# The New Immigrants

As  
You  
Read

## Explore These Questions

- Why did immigration boom in the late 1800s?
- How did immigrants adjust to life in their new land?
- Why did anti-immigrant feeling grow?

## Define

- push factor
- pull factor
- pogrom
- steerage
- ethnic group
- assimilation
- nativist

## Identify

- Statue of Liberty
- Emma Lazarus
- Ellis Island
- Angel Island
- Chinese Exclusion Act

## SETTING the Scene

In 1884, Rosa Cristoforo left her village in Italy to join her husband in “l’America.” After two weeks on a cramped steamship, she finally caught sight of land:

“America! The country where everyone could find work! Where wages were so high no one had to go hungry! Where all men were free and equal and where even the poor could own land! But now we were so near it seemed too much to believe.”

Millions of immigrants flooded into the United States after the Civil War. Most came from eastern and southern Europe. Latin Americans and Asians came, too. All left homelands that offered them little hope for a better future. The United States, they heard, was a land of opportunity.

## Reasons for Immigration

Between 1866 and 1915, more than 25 million immigrants poured into the United States. Both push and pull factors played a part in this vast migration. **Push factors** are conditions that drive people from their homes. **Pull factors** are conditions that attract immigrants to a new area.

### Push factors

Many immigrants were small farmers or landless farm workers. As European populations grew, land became scarce. Small farms

could barely support the families who worked them. In some areas, new farm machines replaced farm workers.

Political and religious persecution pushed many people to leave their homes. In the late 1800s, the Russian government supported **pogroms** (poh GRAHMZ), or organized attacks on Jewish villages. “Every night,” recalled a Jewish girl who fled Russia, “they were chasing after us, to kill everyone.” Millions of Jews fled Russia and Eastern Europe to settle in American cities.

Persecution was also a push factor for Armenian immigrants. The Armenians lived in the Ottoman Empire (present-day Turkey). Between the 1890s and the 1920s, the Ottoman government killed a million or more Armenians. Many fled, eventually settling in California and elsewhere.

After 1910, a revolution led thousands of Mexicans to cross the border into the Southwest. For the Chinese, poverty and hardship at home acted as push factors, driving them to make new homes across the Pacific.

### Pull factors

The promise of freedom and hopes for a better life attracted poor and oppressed people from Europe, Asia, and Latin America. Often, one bold family member—usually a young single male—set off for the United States. Before long, he would write home with news of the rich land across the ocean or across the border. Once settled, he would send for family members to join him.



Once settled, the newcomers helped pull neighbors from the “old country” to the United States. In the late 1800s, one out of every ten Greeks left their homes for the United States. Thousands of Italians, Poles, and Eastern European Jews also sailed to the Americas.

Jobs were another pull factor. American factories needed workers. Factory owners sent agents to Europe and Asia to hire workers at low wages. Steamship companies competed to offer low fares for the ocean crossing. Railroads posted notices in Europe advertising cheap land in the American West.

## The Long Voyage

Leaving home required great courage. The voyage across the Atlantic or Pacific was often miserable. Most immigrants could afford only the cheapest berths. Ship owners jammed up to 2,000 people in **steerage**, as the airless rooms below deck were called. On the return voyage, cattle and cargo filled those same spaces.

In such close quarters, diseases spread rapidly. An outbreak of measles infected

every child on a German immigrant ship. The dead were thrown into the water “like cattle,” reported a horrified passenger.


## A “golden door” in New York

For most European immigrants, the voyage ended in New York City. There, after 1886, they saw the giant **Statue of Liberty** in the harbor. The statue was a gift from France to the United States.

The Statue of Liberty became a symbol of the hope and freedom offered by the United States. **Emma Lazarus** wrote a poem, “The New Colossus,” that was carved at the base of the statue. It welcomes all newcomers and ends with these lines:


“Give me your tired, your poor,  
Your huddled masses yearning to  
breathe free,  
The wretched refuse of your teeming  
shore.  
Send these, the homeless, tempest-  
tossed to me:  
I lift my lamp beside the golden  
door!”

**Immigration: Push and Pull Factors**



**Push Factors**

- Scarce land
- Farm jobs lost to new machines
- Political and religious persecution
- Revolution
- Poverty and hard lives



**Pull Factors**

- Promise of freedom and better life
- Family or friends already settled in the United States
- Factory jobs available

**Graphic Organizer Skills**

Push factors drove many people from their home countries. Pull factors drew immigrants to the United States.

- 1. Comprehension** List one push factor and one pull factor related to economics.
- 2. Critical Thinking** Choose one push factor or pull factor from those on the chart. Do you think that factor still brings immigrants to the United States today? Explain.



## Ellis Island

In the harbor between New York and New Jersey, Ellis Island was the gateway for millions of European immigrants. Hopeful newcomers were crowded into pens in the main hall (left), nervously awaiting interviews with immigration officials. For years, Ellis Island fell into disrepair. In the 1980s, it was restored and is now a museum devoted to the immigrant experience. You can see hundreds of items carried by immigrants, like the ones shown here.

★ To learn more about this historic site, write: Ellis Island National Monument, New York, NY 10004.

▲ Czechoslovakian vest

Italian pasta pot ▲

## Ellis Island

After 1892, ships entering New York harbor stopped at the new receiving station on **Ellis Island**. Here, immigrants faced a last hurdle, the dreaded medical inspection.

Doctors watched the newcomers climb a long flight of stairs. Anyone who appeared out of breath or walked with a limp might be stopped. Doctors also examined eyes, ears, and throats. The sick had to stay on Ellis Island until they got well. Those who failed to regain full health were sent home.

With hundreds of immigrants to process each day, officials had only minutes to check each new arrival. To save time, they often changed names that they found difficult to spell. Krzesnewski became Kramer. Smargiaso ended up as Smarga. One Italian immigrant found that even his first name had been changed—from Bartolomeo to Bill.

A few lucky immigrants went directly from Ellis Island into the welcoming arms of

friends and relatives. Most, however, stepped into a terrifying new land whose language and customs they did not know.

## Angel Island

On the West Coast, immigrants from China, and later from Japan, faced even harsher experiences than the Europeans in the East. By the early 1900s, many Asians were processed on **Angel Island** in San Francisco Bay.

Because Americans wanted to discourage Asian immigration, new arrivals often faced long delays. One immigrant from China scratched these lines on the wall:

“ Why do I have to languish in this jail?

It is because my country is weak and my family poor.

My parents wait in vain for news;

My wife and child, wrapped in their quilt, sigh with loneliness.”



## Changing Patterns of Immigration

Before 1885, most new immigrants to the United States were Protestants from Northern and Western Europe. Those from England and Ireland already spoke English. The Irish, English, Germans, and Scandinavians became known as “old immigrants.” At first, the old immigrants faced some discrimination. As the nation grew, though, they were drawn into American life.

In the late 1800s, the patterns of immigration changed. Large numbers of people arrived from Southern and Eastern Europe. Millions of Italians, Poles, Greeks, Russians, and Hungarians landed in the eastern United States. On the West Coast, a smaller but growing number of Asian immigrants arrived, first from China, then from Japan. There were also a few immigrants from Korea, India, and the Philippines.

Few of these “new immigrants” spoke English. Many of the Europeans were Catholic, Eastern Orthodox, or Jewish. Immigrants from Asia might be Buddhist or Daoist. Their languages and religions set the new immigrants apart. As a result, they found it harder to adapt to a new life.

## Adjusting to a New Land

Many immigrants had heard stories that the streets in the United States were paved with gold. Once in the United States, the newcomers had to adjust their dreams to reality. They immediately set out to find work. European peasants living on the land had little need for money, but it took cash to survive in the United States. Through friends, relatives, labor contractors, and employment agencies, the new arrivals found jobs.

Most immigrants stayed in the cities where they landed. The slums of cities soon became packed with poor immigrants. By 1900, one such neighborhood on the lower east side of New York City had become the most crowded place in the world.

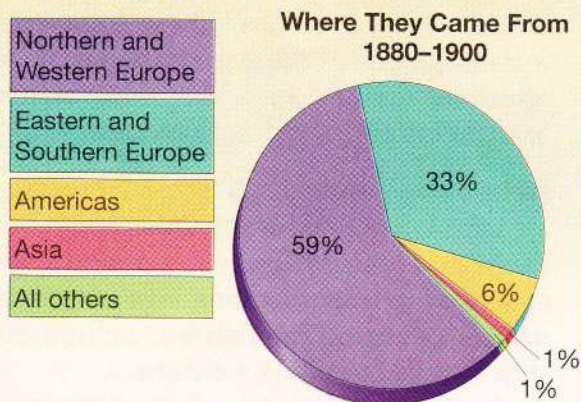
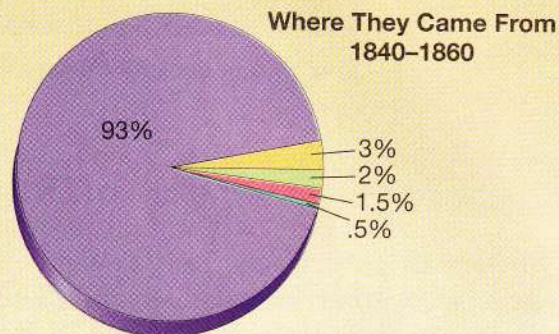
### Ethnic neighborhoods

Immigrants adjusted to their new lives by settling in neighborhoods with their own

ethnic group. An **ethnic group** is a group of people who share a common culture. Across the United States, cities were patchworks of Italian, Irish, Polish, Hungarian, German, Jewish, and Chinese neighborhoods.

Within these ethnic neighborhoods, newcomers spoke their own language and celebrated special holidays with foods prepared as in the old country. Italians joined ethnic clubs such as the Sons of Italy. Hungarians bought and read Hungarian newspapers.

### The New Immigrants



Source: Historical Statistics of the United States

### Graph Skills

Before 1860, most immigrants came from northern and western Europe. Patterns of immigration changed in the late 1800s.

- 1. Comprehension** What percentage of immigrants came from Eastern and Southern Europe between 1840 and 1860? Between 1880 and 1900?
- 2. Critical Thinking** Why did many immigrants who came between 1880 and 1900 find it harder to adapt than earlier immigrants?





## Viewing HISTORY Chinese Americans

This photograph shows Chinese children sitting on a stoop in San Francisco's Chinatown. For many immigrants like these, learning English was important. Books of useful phrases helped immigrants get through shopping and other activities of day-to-day life. ★ Do you think these children had already assimilated into American culture when this picture was taken? How can you tell?



◀ Phrase book for Chinese immigrants

Religion stood at the center of immigrant family life. Houses of worship sprang up in most neighborhoods. They brought ethnic groups together but also separated them. Catholics from Italy worshipped in Italian neighborhood parishes. Those from Poland worshipped in Polish parishes. Jewish communities divided into the older orthodox branch and the newer conservative wing.

### Becoming Americans

Often, newcomers were torn between old traditions and American ways. Still, many struggled to learn the language of their new nation. Learning English was an important step toward becoming a citizen.

In their effort to adapt, immigrants sometimes blended their native tongues with English. Italians, for example, called the Fourth of July “*Il Forte Gelato*,” an Italian phrase that sounds like the holiday name but

means “the great freeze.” In El Paso, Texas, Mexican immigrants developed *Chuco*, a language that blended English and Spanish.

The process of becoming part of another culture is called **assimilation**. Children assimilated more quickly than their parents. They learned English in school and then helped their families learn to speak it. Because children wanted to be seen as Americans, they often gave up customs their parents honored. They played American games and dressed in American-style clothes.

### A New Surge of Nativism

Many Americans opposed the increase in immigration. They felt the newcomers would not assimilate because their languages, religions, and customs were too different.

Even before the Civil War, **nativists** had wanted to limit immigration and preserve the country for native-born white Protestants. In the late 1800s, nativist feelings reached a new peak. Many workers resented the new immigrants because they took jobs for low pay. One newspaper complained:

“The Poles, Slavs, Huns, and Italians come over without any ambition to live as Americans live and... accept work at any wages at all, thereby lowering the tone of American labor as a whole.”



### Connections With Arts

One Russian Jewish immigrant became the nation's most popular songwriter. Israel Baline came to New York in 1893, when he was five years old. Under the name Irving Berlin, he went on to write such familiar tunes as “Easter Parade,” “White Christmas,” and “God Bless America.”



Nativist pressure grew wherever new immigrants settled. Nativists targeted Jews and Italians in the Northeast and Mexicans in the Southwest. On the West Coast, nativists worked to end immigration from China.

### Chinese exclusion

Since the California Gold Rush and the building of the railroads, Chinese immigrants had helped build the West. Most lived in cities, in tight-knit communities called "Chinatowns." Others made their living as farmers.

Most Americans did not understand Chinese customs. Also, some Chinese did not try to learn American ways. Like many other immigrants, they planned to stay only until they made a lot of money. They then hoped to return home, to live out their lives as rich and respected members of Chinese society. When that dream failed, many Chinese settled in the United States permanently.

As the numbers of Chinese grew, so did the prejudice and violence against them. Gangs attacked and sometimes killed Chinese people, especially during hard times.

Congress responded to this anti-Chinese feeling by passing the **Chinese Exclusion Act** in 1882. Under it, no Chinese laborer could enter the United States. In addition, no Chinese living in the United States could return once they left the country.

The Chinese Exclusion Act was the first law to exclude a specific national group from immigrating to the United States. Congress renewed the original 10-year ban several times. It was finally repealed in 1943.

### Other limits

In 1887, nativists formed the American Protective Association. It soon had a million members. The group campaigned for laws to restrict immigration. Congress responded by passing a bill that denied entry to people who could not read their own language.

President Grover Cleveland vetoed the bill. It was wrong, he said, to keep out peasants just because they had never gone to school. Congress passed the bill again and again. Three more presidents vetoed it. In 1917, Congress overrode President Woodrow Wilson's veto, and the bill became law.

## ★ Section 1 Review ★

### Recall

1. **Locate** (a) Italy, (b) Russia, (c) Armenia, (d) Greece, (e) China.
2. **Identify** (a) Statue of Liberty, (b) Emma Lazarus, (c) Ellis Island, (d) Angel Island, (e) Chinese Exclusion Act.
3. **Define** (a) push factor, (b) pull factor, (c) pogrom, (d) steerage, (e) ethnic group, (f) assimilation, (g) nativist.

### Comprehension

4. Identify one push factor and one pull factor that caused people to come to the United States.
5. Why did children adjust more easily to the United States than their parents?

6. (a) Why did many Americans resent the new immigrants? (b) What steps did they take to limit immigration?

### Critical Thinking and Writing

7. **Making Inferences** (a) How did the "old immigrants" differ from the "new immigrants"? (b) Why do you think the new immigrants faced greater problems when they first arrived in the United States than the old immigrants had?
8. **Distinguishing Facts From Opinions** Read the following statement: "Immigrants work for almost nothing and seem to be able to live on wind." (a) Is this a fact or an opinion? How do you know? (b) Who would most likely have made a statement like this? Explain.



**Activity Writing a Handbook** You are an immigrant to the United States in the 1880s. Write at least one page for a handbook for future immigrants from your country. Tell them what problems they should expect to have and how they can overcome those problems.



# Booming Cities

## As You Read

### Explore These Questions

- Why did cities grow in the late 1800s?
- What hazards did city dwellers face?
- How did reformers help to improve city life?

### Define

- urbanization
- tenement
- building code
- settlement house

### Identify

- Jane Addams
- Hull House
- Mother Cabrini
- Social Gospel
- Salvation Army
- Young Men's Hebrew Association

## SETTING the Scene

A small fire started in the barn behind the O'Leary cottage. Within hours, dry winds had whipped the blaze into an inferno that raged across Chicago. A survivor described how panicked residents fled their homes:

“Everybody was running north. People were carrying all kinds of crazy things. A woman was carrying a pot of soup, which was spilling all over her dress. People were carrying cats, dogs, and goats. In the great excitement, people saved worthless things and left behind good things.”

Fire was a constant danger in cities. However, Americans agreed they had never seen anything like the great Chicago Fire of 1871. The blaze killed nearly 300 people, left almost 100,000 homeless, and destroyed the entire downtown.

Yet from the ashes, a new city rose. By the end of the century, Chicago was the fastest growing city in the world, with a population of over one million. Other American cities, too, underwent a population explosion. For new and old Americans alike, the golden door of opportunity opened into the city.

## City Populations Grow

“We cannot all live in cities,” declared the newspaper publisher Horace Greeley, “yet nearly all seem determined to do so.”

**Urbanization**, the movement of population from farms to cities, began slowly in the



Chicago street in the late 1800s

early 1800s. As the nation industrialized after the Civil War, urbanization became much more rapid. In 1860, only one American in five lived in a city. By 1890, one in three did.

Jobs drew people to cities. As industries grew, so did the need for workers. New city dwellers took jobs in steel mills, meatpacking plants, and garment factories. They worked as sales clerks, waiters, barbers, bank tellers, and secretaries.

## Immigrants and farmers

The flood of immigrants swelled city populations. Also, by the 1890s, most land in the West had been divided into farms and ranches. As a result, fewer pioneers went there to homestead. In fact, many Americans left farms to find a better life in the city. A young man in a story by western writer Hamlin Garland summed up the feelings of many farmers:

“I’m sick of farm life . . . it’s nothing but fret, fret, and work the whole time, never going any place, never seeing anybody.”



## African Americans migrate

African Americans, too, moved to cities to improve their lives. Most African Americans lived in the rural South. When hard times hit or prejudice led to violence, some blacks headed to northern cities. By the 1890s, the south side of Chicago had a thriving African American community. Detroit, New York, Philadelphia, and other northern cities also had growing African American neighborhoods. The migration to the north began gradually, but increased rapidly after 1915.

As with immigrants from overseas, black migration usually began with one family member moving north. Later, relatives and friends joined the bold pioneer. Like immigrants from rural areas in Europe, many African Americans faced the challenge of adjusting to urban life.

## City Life

Cities grew outward from their old downtown sections. Before long, many took on a similar shape.

Poor families crowded into the city's center, the oldest section. Middle-class people lived farther out in row houses or new apartment buildings. Beyond them, the rich built fine homes with green lawns and trees.

## The poor

Poor families struggled to survive in crowded slums. The streets were jammed with people, horses, pushcarts, and garbage.

Because space was so limited, builders devised a new kind of house to hold more people. They put up buildings six or seven stories high. They divided the buildings into small apartments, called **tenements**. Many tenements had no windows, heat, or indoor bathrooms. Often, 10 people shared a single room.

Typhoid and cholera raged through the tenements. Tuberculosis, a lung disease, was the biggest killer, accounting for thousands of deaths each year. Babies, especially, fell victim to disease. In one Chicago slum, more than half of all babies died before they were one year old.

Despite the poor conditions, the population of slums grew rapidly. Factory owners

moved in to take advantage of low rents and cheap labor. They took over buildings for use as factories, thus forcing more and more people into fewer and fewer apartments.

## The middle class

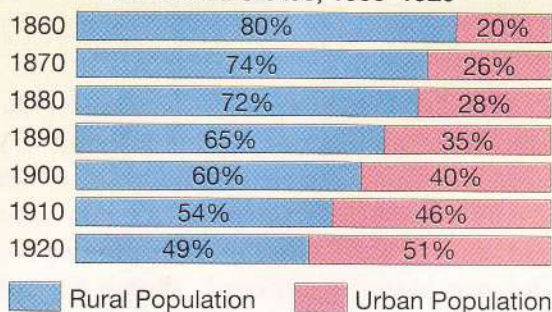
Beyond the slums stood the homes of the new middle class, including doctors, lawyers, business managers, skilled machinists, and office workers. Rows of neat houses lined tree-shaded streets. Here, disease broke out less frequently than in the crowded slums.

## The Growth of Cities

Population Growth in Ten Selected Cities

City	Population in 1870	Population in 1900
New York	1,478,103	3,437,202
Chicago	298,977	1,698,575
Philadelphia	674,022	1,293,697
St. Louis	351,189	575,238
Boston	250,526	560,892
San Francisco	149,473	342,782
New Orleans	191,418	287,104
Denver	4,759	133,859
Los Angeles	5,728	102,479
Memphis	40,226	102,320

Rural and Urban Population in the United States, 1860–1920



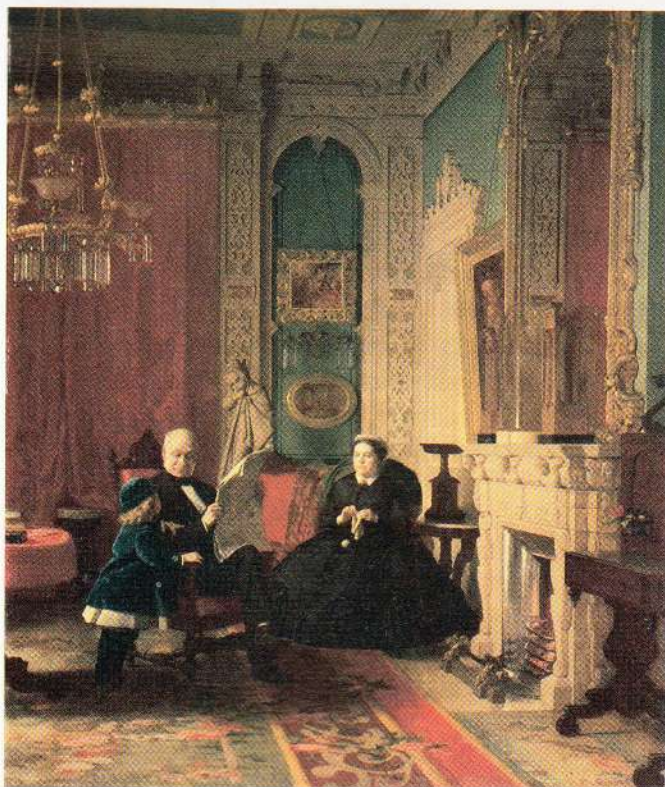
Source: United States Census Bureau

## Graph Skills

City populations grew rapidly in the United States in the decades following the Civil War.

- 1. Comprehension** Between 1870 and 1900, which cities on the chart above more than doubled in population?
- 2. Critical Thinking** Study the bar graphs above. Make one generalization about the population of the United States after 1870.





## Viewing HISTORY

### Lives of the Wealthy

The Brown Family, a painting by Eastman Johnson, suggests the elegance and fine manners of a wealthy American family. Many of the furnishings in this home, such as the crystal chandelier, were probably imported from Europe. Later, American manufacturers like Louis Tiffany produced fine glassware and other items for the rich. ★ In a typical American city, where did the rich live?

Middle-class people joined singing societies, bowling leagues, and charitable organizations. Such activities gave them a sense of community and purpose. As one writer said, the clubs “bring together many people who are striving upward, trying to uplift themselves.”

### The wealthy

On the outskirts of the city, behind brick walls or iron gates, lay the mansions of the very rich. In New York, huge homes dotted Fifth Avenue, which was still on the city’s outskirts. In Chicago, by the 1880s, 200 millionaires lived along the exclusive lake front. In San Francisco, wealthy residents lived nearer the center of the city, but they built their mansions in the exclusive Nob Hill area. (“Nob” is British slang for a person of wealth and position.)



◀ Tiffany lamp

Rich Americans modeled their lives on European royalty. They filled their mansions with priceless artworks and gave lavish parties. At one banquet, the host handed out cigarettes rolled in hundred-dollar bills.

## Cleaning Up the Cities

As more and more people crowded into cities, problems grew. Tenement buildings were deathtraps if fires broke out. One magazine reporter in 1888 wrote:

“It would be impossible for the occupants of the crowded rooms to escape by the narrow stairways, and the flimsy fire-escapes . . . are so laden with broken furniture, bales, and boxes that they would be worse than useless.”

Garbage rotted in the streets. Factories polluted the air. Crime flourished. Thieves and pickpockets haunted lonely alleys, especially at night.

By the 1880s, reformers were demanding change. They forced city governments to pass **building codes**—laws that set standards for how structures should be built. The codes required new buildings to have fire escapes and decent plumbing. Cities also hired workers to collect garbage and sweep the streets. To reduce pollution, zoning laws kept factories out of neighborhoods where people lived.

Safety improved when cities set up professional fire companies and trained police forces. Gas—and later electric—lights made streets less dangerous at night. As you will read, many cities built new systems of public transportation as well.

Pushed by reformers, city governments hired engineers and architects to design new water systems. New York City, for example,



Singing class at  
Hull House ►



## Biography Jane Addams

A wealthy woman, Jane Addams dedicated her life to serving the poor. She founded Hull House in Chicago, which provided many services to immigrants and others. Above, neighbors enjoy a singing class at Hull House. Addams also worked for world peace. In 1931, she became the first American woman to win the Nobel Peace Prize.

★ Addams insisted on living at Hull House herself. What does this tell you about her?

dug underground tunnels to the Catskill Mountains—100 miles to the north. The tunnels brought a clean water supply to the city every day.

## The Settlement House Movement

Some people looked for ways to help the poor. By the late 1800s, individuals began to organize settlement houses. A **settlement house** is a community center that offers services to the poor. The leading figure of the settlement house movement was a Chicago woman named **Jane Addams**.

### Connections With Civics

Most settlement houses did not admit African Americans, so some black women opened their own settlement houses. In New York City, Victoria Earle Matthews started the White Rose Mission and Verna Morton-Jones opened Lincoln House. They offered shelter, child care, and classes to their communities.

## Hull House

Addams came from a well-to-do family but had strong convictions about helping the poor. After college, she moved into one of the poorest slums in Chicago. There, in an old mansion, she opened a settlement house in 1889. She called it **Hull House**.

Other idealistic young women soon joined Addams. They took up residence in Hull House so that they could experience firsthand some of the hardships of the slum community in which they worked. These women dedicated their lives to service and to sacrifice—“like the early Christians,” in the words of one volunteer.

The Hull House volunteers provided day nurseries for children whose mothers worked outside the home. They organized sports and a theater for young people. They taught English to immigrants and gave classes in health care. They also launched investigations into social and economic conditions in the city.

Over the years, the settlement house movement spread. By 1900, about 100 such centers had opened in cities across the United States.



## Working for reform

Jane Addams and her Hull House staff were an important influence in bringing about reform legislation to improve the living and working conditions of the poor. They studied the slum neighborhoods where they worked and lived. They realized that the problems were too big for any one person or group, and they urged the government to act.

Alice Hamilton, a Hull House doctor, campaigned for better health laws. Florence Kelley worked to ban child labor. Jane Addams herself believed that reform legislation would be speeded if women could vote. She campaigned tirelessly for women's suffrage.

## Religious Organizations Help the Poor

Religious groups also provided services to the poor. The Catholic Church ministered to the needs of Irish, Polish, and Italian immigrants. An Italian nun, **Mother Cabrini**, helped found more than 70 hospitals in North and South America. These hospitals treated people who could not afford doctors.

In cities, Protestant ministers began preaching a new **Social Gospel**. They called on their well-to-do members to do their duty

as Christians by helping society's poor. One minister urged merchants and industrialists to pay their workers enough to enable them to marry and have families. He also proposed that they grant their workers a half day off on Saturdays.

Protestant groups set up programs for needy slum dwellers. In 1865, a Methodist minister named William Booth created the **Salvation Army** in London. By 1880, it expanded to the United States. In addition to spreading Christian teachings, the Salvation Army offered food and shelter to the poor.

In Jewish neighborhoods, too, religious organizations provided community services. The first **Young Men's Hebrew Association** (YMHA) began in Baltimore in 1854. The YMHA provided social activities, encouraged good citizenship, and helped Jewish families preserve their culture. In the 1880s, the Young Women's Hebrew Association (YWHA) grew out of the YMHA.

Other groups—like the YMCA (Young Men's Christian Association) and the YWCA (Young Women's Christian Association)—taught classes, organized team sports, and held dances. Such activities offered young people a brief escape from the problems of slum life.

## ★ Section 2 Review ★

### Recall

1. **Identify** (a) Jane Addams, (b) Hull House, (c) Mother Cabrini, (d) Social Gospel, (e) Salvation Army, (f) Young Men's Hebrew Association
2. **Define** (a) urbanization, (b) tenement, (c) building code, (d) settlement house.

### Comprehension

3. Name three causes for the growth of city populations in the late 1800s.

4. What problems did cities face as their populations grew?
5. What reforms did cities make?

### Critical Thinking and Writing

6. **Comparing** Compare and contrast the lives of the rich, the middle class, and the poor in American cities in the late 1800s.
7. **Linking Past and Present** How do the problems of city dwellers today compare to those of city dwellers in the late 1800s?



**Activity Writing a Grant Proposal** You are a modern-day reformer who wants to start a settlement house somewhere in a nearby city or town. Choose a good location. Then write a proposal in which you ask a charitable foundation for funds to start your settlement house. Explain why the settlement is needed and what kind of services you plan to offer.