

CHAPTER
7

AMERICAN LIVES

William Marcy “Boss” Tweed

Corrupt Boss of the Political Machine

Section 3

“There is not in the history of villainy a parallel for the gigantic crime against property conspired [to] by the Tammany Ring.”—Henry G. Stebbins, report of the Committee of Seventy that investigated the Tweed Ring (1871)

William Marcy Tweed was the most spectacular example of the corrupt boss of the urban political machine of the 1800s. Rising from obscurity to control New York City in a time of its great growth, Tweed and his friends raked in a fortune. Then their empire quickly collapsed.

Tweed (1823–1878) was born in New York. He became a bookkeeper and seemed ready for modest success. After becoming chief of a volunteer fire company, he turned to politics, running for alderman as a Democrat. Knowing that he would probably lose the election to the Whig candidate, he persuaded a friend to run as an independent Whig. By splitting that party’s vote, Tweed won the election.

Tweed took over New York’s Democratic Party, called Tammany Hall after its headquarters. Soon he was elected to the board of supervisors. Despite having no legal training, he opened a law office in 1860. One client paid him \$100,000 in one year alone, knowing that his so-called legal advice would prove useful. Winning the election of friends to various city posts, “Boss” Tweed built his power. In 1861 his candidate defeated a rival for mayor. The campaign cost Tweed \$100,000—but he made the money back quickly.

Soon thereafter Tweed was the head of several New York politicians, a corrupt group—known as a “ring”—that took over control of city finances. They cheated the government out of millions of dollars.

In 1868, the ring controlled the mayor of New York City, the speaker of the state assembly, and the state’s governor. In 1869, the ring decided that all bills sent to New York City and the county would be doubled, with the extra money going into their pockets. Later the share was increased even more.

Because the city did not enjoy complete free-

dom from state control, Tweed had a new city charter written. It appeared to simplify city government, thus winning the support of many prominent New Yorkers as a useful reform. Its real purpose, though, was to increase Tammany control over the city government. Tweed got the state legislature to pass the charter.

By authorizing the building of the Brooklyn Bridge, Tweed collected \$40,000 in stock. The millions received from the fraudulent scheme to build the county courthouse was split five ways. Four parts went to Tweed and three friends. The final share was used to distribute among lesser politicians.

In 1870, the press began a campaign against the Tweed Ring. *Harper’s Weekly*, led by cartoonist Thomas Nast, was first. It was followed by the *New York Times*. The next year, two Democratic opponents of the ring gave the *Times* official records that showed widespread corruption. The ring offered the newspaper \$5 million not to publish the evidence—and another \$500,000 to Nast to stop drawing his cartoons. But they went ahead, and New Yorkers rose in anger. An investigating committee condemned Tweed and his partners, who were then arrested. Tweed spent his last eight years in and out of court and prison. He died in jail at age 55.

Questions

1. What was Tweed’s first political “dirty trick”?
2. What was the secret to Tweed’s success as long as it lasted?
3. The evidence offered to the *New York Times* in 1871 included pages from the city’s account books. Why would they be damaging to the ring?

CHAPTER
7

RETEACHING ACTIVITY *Politics in the Gilded Age*

Section 3

Sequencing

A. Number the events of the Gilded Age below in the order in which they occurred.

- _____ 1. Law officials break up the Tweed Ring.
- _____ 2. President James Garfield is assassinated.
- _____ 3. Congress passes Pendleton Civil Service Act.
- _____ 4. Boss Tweed becomes head of Tammany Hall.
- _____ 5. McKinley Tarriff raises tariffs to highest level yet.
- _____ 6. Rutherford B. Hayes becomes president.

Finding Main Ideas

B. Choose the word that most accurately completes the sentences below.

Thomas Nast	kickbacks	Grover Cleveland
business	immigrants	farming
Roscoe Conkling	Chester Arthur	African Americans

- 1. Elected president in 1884 and again in 1892, _____ was the only president to serve two nonconsecutive terms.
- 2. _____ was the political cartoonist who helped arouse public outrage against the Tweed Ring.
- 3. Political machines won loyal support from _____ for helping them find housing and jobs.
- 4. Many political machines enriched themselves with _____, or illegal payments for their services.
- 5. The _____ community favored high tariffs because they protected domestic industries from foreign competition.

Glossary**CHAPTER 7 Immigration and Urbanization**

annexed Incorporated territory into an existing country

bribe An illegal payment given for a favor

contagious Spreading or tending to spread from one person to another

eligible Qualified to do something

emigration The act of leaving a country to settle in another

immigrate To enter and settle in a new country

kickback An illegal payment

persecution The act of oppressing or treating badly

prejudice A judgment formed without knowledge of the facts

salvation Deliverance from evil, the act of being saved

scarce Not often seen or found

turmoil Extreme unrest and commotion

unsanitary Dirty, unhealthy

AFTER YOU READ**Terms and Names****A. Write the letter of the name or term that best answers the question.**

- a. Social Gospel movement
- b. Jane Addams
- c. "Boss" Tweed
- d. melting pot
- e. political machine
- f. patronage

- _____ 1. Which term refers to a mixture of different cultures living together?
- _____ 2. Which term refers to a reform program that urged Christians to help improve the lives of the poor?
- _____ 3. Who was the founder of Chicago's Hull House?
- _____ 4. Who was one of the most powerful political bosses and the head of a New York City political machine?
- _____ 5. Which term refers to the giving of government jobs to people who had helped a candidate get elected?

B. Write the name or term that best completes each sentence.

- mass transit
- Ellis Island
- tenement
- Angel Island
- civil service
- nativism

- 1. Immigrants arriving on the East Coast in the late 1800s gained entry into the United States through _____.
- 2. A _____ was a new type of multifamily urban dwelling.
- 3. A _____ job is one in government administration.
- 4. Many growing cities developed _____ systems to alleviate transportation challenges.
- 5. Favoritism toward native-born Americans is called _____.

Municipal Graft and Scandal

(pages 269)

How were political bosses corrupt?

Political machines provided city dwellers with vital services. But as they gained power, many bosses became corrupt. They became rich through **graft**, or the illegal use of political influence for personal gain. To win elections, some bosses filled the list of *eligible* voters with the names of dogs, children, and people who had died. They then used those names to cast votes for themselves.

Another illegal practice was the *kickback*. Workers on city construction projects would charge a higher price for their service and then “kick back” part of the fee to the bosses, who were also taking *bribes* from businesses in return for allowing illegal or unsafe activities.

One of the most powerful political bosses was William Marcy Tweed, known as **Boss Tweed**. He became the head of Tammany Hall, New York City’s most powerful Democratic political machine. The Tweed Ring was a group of corrupt politicians led by Boss Tweed.

Thomas Nast, a political cartoonist, made fun of Tweed in newspapers. Eventually, the public grew outraged by Tweed’s corrupt practices. Authorities broke up the Tweed Ring in 1871. Tweed and many of his followers were sentenced to prison.

2. Describe two forms of corruption practiced by political bosses.

Civil Service Replaces Patronage

(pages 270–271)

How was civil service reformed?

For many decades, presidents had complained about the problem of **patronage**. This is the giving of government jobs to people of the same party who had helped a candidate get elected. As a result, many unqualified and corrupt workers were hired.

Reformers wanted to end the patronage system. They called for a merit system, in which jobs in **civil service**—government administration—would go to the most qualified people, regardless of their political views.

President **Rutherford B. Hayes** attempted to reform civil service, but when some members of the Republican party objected, Hayes decided not to run for reelection in 1880.

The party quickly divided over the issue of patronage hiring. The Stalwarts opposed changes in the patronage system. The reformers supported changing the system. The party eventually settled on an independent candidate, **James A. Garfield**, who won the presidential election but turned out to have ties to the reformers. Shortly after being elected he was assassinated by a Stalwart.

Garfield’s vice-president, **Chester A. Arthur**, succeeded him. Despite being a Stalwart, Arthur turned reformer when he became president. He pushed through a civil service reform bill known as the **Pendleton Civil Service Act** of 1883. This act created a civil service commission to give government jobs based on merit, not politics. It helped reform the civil service.

However, the Pendleton Act had mixed results. More qualified workers did fill government positions. But because politicians had no jobs to offer, they had trouble seeking money from supporters. As a result, some politicians turned to wealthy leaders for financial support. This strengthened the ties between government and business.

3. Describe two effects of the Pendleton Act.

Business Buys Influence (page 271)

What happened to tariffs?

Political reformers in the late 1800s also addressed the issue of tariffs. A tariff is a tax placed on goods coming into or going out of a country. Most Americans believed that tariffs were necessary to protect U.S. industries from foreign competition. But tariffs did cause prices to rise.

For 12 years tariffs were a key issue in presidential elections. President **Grover Cleveland**, a Democrat, tried, but failed to reduce tariffs. In 1890, Republican President **Benjamin Harrison**, who was supported by big business, signed the McKinley Tariff Act into law, raising tariffs to their highest level ever. Cleveland defeated Harrison in 1892 but was unsuccessful in reducing tariffs.

4. Which two presidents raised tariffs?

CHAPTER 7 Section 3 (pages 267–271)

Politics in the Gilded Age

BEFORE YOU READ

In the last section, you read about the problems that residents faced in America’s growing cities.

In this section, you will read about the people and organizations that controlled the nation’s major cities and how reformers tried to end corruption.

AS YOU READ

Use this diagram to take notes on the achievements of these presidents regarding patronage and tariffs.

PRESIDENT	ACHIEVEMENTS
Chester Arthur	Pendleton Act—reformed civil service
Grover Cleveland	
Benjamin Harrison	

TERMS AND NAMES

political machine A group that controlled a political party

graft Illegal use of political influence for personal gain

Boss Tweed Head of New York City’s powerful Democratic political machine

patronage The giving of government jobs to people who had helped a candidate get elected

civil service Government administration

Rutherford B. Hayes 19th president of the United States

James A. Garfield 20th president of the United States

Chester A. Arthur 21st president of the United States

Pendleton Civil Service Act That implemented merit system in civil service hiring

Grover Cleveland 22nd and 24th president of the United States

Benjamin Harrison 23rd president of the United States

The Emergence of Political Machines (pages 267–268)

How did political machines control the cities?

During the late 1800s, many cities were run by a **political machine**. This was an organized group, headed by a city boss, that controlled the activities of a political party in a city. The machine offered services to voters and businesses in exchange for political or financial support.

The boss controlled city government, as well as jobs in the police, fire, and sanitation departments.

Bosses also controlled city agencies that granted licenses to businesses, and funded construction projects. By controlling the cities’ finances, and by solving problems for voters, bosses won loyalty and influence. Furthermore, many bosses were immigrants who had worked their way up in politics. They could speak to the immigrants in their own language, helping them to find jobs and housing. In return, the immigrants pledged their votes.

1. Name two ways in which political machines held power.

CHAPTER
7**RETEACHING ACTIVITY** *The Challenges of Urbanization***Section 2****Finding Main Ideas**

Choose the best answer for each item. Write the letter of your answer in the blank.

- _____ 1. Many immigrants flocked to the nation's cities because of
- quality schools.
 - steady jobs.
 - convenient shopping.
 - a rich cultural atmosphere.
- _____ 2. Among the many Southern farmers who moved to the cities to find jobs was a large group of
- Native Americans.
 - African Americans.
 - Dutch.
 - Scots-Irish.
- _____ 3. In 1873, San Francisco unveiled a new mode of transportation known as the
- automobile.
 - airplane.
 - street car.
 - bicycle.
- _____ 4. Settlement houses were run largely by
- women.
 - African Americans.
 - immigrants.
 - political bosses.
- _____ 5. The co-founder of Hull House in Chicago was
- Jane Addams.
 - Janie Porter Barrett.
 - Jacob Riis.
 - Elizabeth Cady Stanton.
- _____ 6. One thing that most urban dwellers did not have to worry about was
- overcrowded conditions.
 - poor sanitation
 - crime and fire
 - access to transportation.

CHAPTER
7

GUIDED READING *The Challenges of Urbanization*

Section 2

A. As you read about the rapid growth of American cities in the late 19th and early 20th centuries, take notes to answer the questions below.

The People	Why was each group drawn to cities in the Northeast and Midwest?
1. Immigrants	
2. Farmers	
3. African Americans	

The Problems	What was done in response to each problem?
4. Lack of safe and efficient transportation	
5. Unsafe drinking water	
6. Lack of sanitation	
7. Fire hazards	
8. Crime	

B. On the back of this paper, define **urbanization**. Then, explain how the **Social Gospel movement**, **settlement houses**, and **Jane Addams** were involved in efforts to solve the problems of urbanization.

Interpreting Text and Visuals

1. Which manufacturing industry added the most value to the economy in 1879?

in 1909? _____

2. Which industry appears on the list for 1909 that was not there for 1879? _____

Which industry fell three rankings from 1879 to 1909? _____

3. How does the worth of the tenth-ranked industry in 1909 compare with the top-ranked industry of just thirty years earlier? _____

How many times greater is the worth of all manufacturing in 1909 than the worth of all manufacturing thirty years earlier? _____

4. What might explain the increase in the rankings of stone, glass, iron, and steel and the decline in rankings of forest products and leather products? _____

5. The iron and steel industry increased only one ranking from 1879 to 1909. Yet iron and steel could fairly be called one of the industries that had risen dramatically during that time period. Explain.

6. What percentage of the population lived in incorporated places (towns and cities) having a population of between 100,000 and 1 million in 1880? _____

in 1910? _____

7. What was the increase in the percentage of the country's total population in all incorporated places of more than 2,500 between the years 1880 and 1910? _____

8. The number of incorporated cities over 1,000,000 stayed the same from 1890 to 1910, yet their percentage of the total population rose. Explain. _____

CHAPTER
7

GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION

Industry and Urban Growth

Section 2

Directions: Read the paragraphs below and study the charts carefully. Then answer the questions that follow.

In the late 1800s, the United States experienced not only remarkable industrial growth but also a shift in the types of goods it produced.

New technology contributed greatly to the change in goods. For example, the Bessemer process for making steel from iron had been invented. For the first time, steel could be made cheaply in large quantities. As a result, steel—

which lasts up to twenty times longer than iron—became increasingly popular.

Population movement related to immigration and rural migration also occurred in the late 1800s. Industrialized urban areas in the Northwest and Midwest offered jobs to immigrants and to former farmers.

Net Worth of the Ten Largest Manufacturing Industries			
1879		1909	
INDUSTRY	(\$ Millions)	INDUSTRY	(\$ Millions)
Textiles and their products	\$ 602	Food and drink	\$ 2,935
Food and drink	498	Textiles and their products	2,550
Forest products	361	Iron and steel and their products	2,411
Iron and steel and their products	318	Machinery	1,860
Machinery	242	Forest products	1,767
Leather products	157	Chemicals	1,280
Chemicals	137	Cotton goods	860
Metal other than iron	86	Stone and glass products	705
Stone and glass products	83	Leather products	659
Printing and publishing	80	Printing and publishing	611
All manufacturing	\$2,718	All manufacturing	\$16,937

Urban Growth						
YEAR	INCORPORATED PLACES, 2,500 AND OVER		INCORPORATED PLACES, 100,000 AND OVER		INCORPORATED PLACES, 1,000,000 AND OVER	
	NUMBER	PERCENTAGE OF TOTAL POPULATION	NUMBER	PERCENTAGE OF TOTAL POPULATION	NUMBER	PERCENTAGE OF TOTAL POPULATION
1880	930	28.2	20	12.3	1	2.4
1890	1,348	35.1	28	15.4	3	5.8
1900	1,737	39.7	38	18.7	3	8.4
1910	2,262	45.7	50	22.0	3	9.2

workers. As a result, many workers in the rural areas lost their jobs. Unemployed farm workers soon moved to cities to find jobs.

Many of the Southern farmers who lost their jobs were African Americans. Between 1890 and 1910 about 200,000 African Americans moved from the South to cities in the North. They hoped to escape economic hardship and racial violence. However, many found prejudice and low wages in the North.

1. Name two groups that settled in the cities.

Urban Problems (pages 264–266)

What problems did city dwellers face?

City populations grew rapidly. This created many problems. One major problem was a shortage in housing. New types of housing allowed many people to live in a small amount of space. One type was the row house. This was a single-family dwelling that shared side walls with other similar houses.

Another type was **tenements**, multifamily urban houses that were often overcrowded and unsanitary. The growing population of cities created transportation challenges. Cities developed **mass transit**—transportation systems designed to move large number of people along fixed routes.

Cities also faced problems supplying safe drinking water. New York and Cleveland built public waterworks but many city residents were still left without convenient water and had to get their water from taps on the street. Sanitation was also a problem. People threw garbage out their windows. Sewage flowed in the streets. By 1900, many cities had built sewers and created sanitation departments.

Crime and fire were also ongoing problems. Overcrowded and poorly built tenements and lack of water made fire especially dangerous.

2. Name two problems that city residents faced.

Reformers Mobilize (page 266)

How did reformers help the poor?

A number of social reformers worked to improve life in the cities. One early reform program was the **Social Gospel movement**. Leaders of this movement preached that people reached *salvation* by helping the poor. Many reformers responded to the movement's call. They established **settlement houses**. These were community centers located in slum neighborhoods. Workers there provided help and friendship to immigrants and the poor.

Many of these houses were run by middle-class, college-educated women. The settlement houses also offered schooling, nursing, and other kinds of help to those in need.

One of the more well-known social reformers of this time was **Jane Addams**. She helped establish Hull House. This was a settlement house that helped the poor of Chicago.

3. Name two things a settlement house provided for the poor.

CHAPTER 7 Section 2 (pages 262–266)

The Challenges of Urbanization

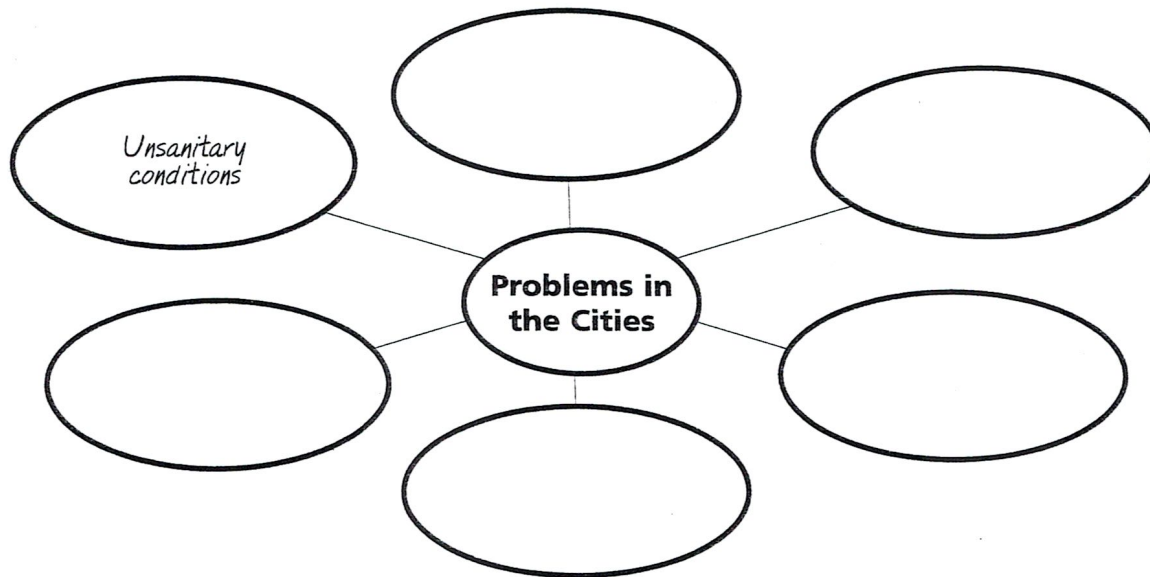
BEFORE YOU READ

In the last section, you read about the arrival of millions of immigrants to America’s shores.

In this section, you will read how the arrival of so many immigrants caused cities’ populations to swell—and their problems to increase.

AS YOU READ

Use this diagram to take notes on the problems that residents faced in America’s rapidly growing cities.



TERMS AND NAMES

urbanization The growth of cities

Americanization movement Program to teach American culture to immigrants

tenement Multifamily urban dwellings

mass transit Transportation system designed to move large numbers of people along fixed routes

Social Gospel movement Movement that urged people to help the poor

settlement house Community center that addressed problems in slum neighborhoods

Jane Addams Social reformer who helped the poor

Urban Opportunities (pages 262–263)

Why did people move to the cities?

Many of the nation’s new immigrants settled in the cities in the early 1900s. They came there to find jobs in the cities’ growing factories and businesses. Immigrants settled mainly in cities in the Northeast and Midwest. The result was rapid **urbanization**, or growth of cities, in those regions.

By 1910, immigrants made up more than half of the populations of 18 major American cities. Many

immigrants settled in neighborhoods with others from the same country or even from the same village.

Newcomers to the United States learned about their new country through an education program known as the **Americanization movement**. Under this program, schools taught immigrants English, and American history and government. These subjects helped immigrants become citizens.

Immigrants were not the only people who settled in the cities around the turn of the century. On the nation’s farms, new machines replaced

CHAPTER
7

RETEACHING ACTIVITY *The New Immigrants*

Section 1

Reading Comprehension

A. Choose the word that most accurately completes the sentences below.

- German
- literacy test
- steamship
- religious
- Jews
- political
- air plane
- Chinese
- Swedish

1. Many _____ fled Russia to America as a result of pogroms, or organized attacks, against them.
2. _____ immigrants helped build the nation's railroads.
3. President Cleveland vetoed a bill requiring a _____ for immigrants.
4. Nativists objected to immigrants' _____ beliefs as well as their ethnic backgrounds.
5. By the 1870s, almost all immigrants traveled by _____.

Summarizing

B. Complete the chart shown here by summarizing the Chinese Exclusion Act and the Gentleman's Agreement.

Chinese Exclusion Act	Gentlemen's Agreement

acquired Mexican territory in 1848 as a result of the Mexican War. About a million Mexicans arrived between 1910 to 1930 to escape *turmoil* in their country.

1. Name two regions of the world where immigrants to the U.S. came from.
-
-

Life in the New Land (pages 256–258)

How did immigrants cope in America?

Many immigrants traveled to the United States by steamship. On board the ship they shared a cramped, unsanitary space. Under these harsh conditions, disease spread quickly. As a result, some immigrants died before they reached America.

Most European immigrants to the United States arrived in New York. There, they had to pass through an immigration station located on **Ellis Island** in New York Harbor. Officials at the station decided whether the immigrants could enter the country or had to return. Any immigrant with serious health problems or a *contagious* disease was sent home. Inspectors also made sure that immigrants met the legal requirements for entering the United States.

Asian immigrants arriving on the West Coast went through **Angel Island** in San Francisco. The inspection process on Angel Island was more difficult than on Ellis Island.

Getting along in a new country with a different language and culture was a great challenge for new immigrants. Many immigrants settled in communities with other immigrants from the same country. This made them feel more at home. They also formed organizations to help each other.

2. Name two ways immigrants dealt with adjusting to life in the United States.
-
-

Immigration Restrictions

(pages 258–259)

How did some Americans react to immigration?

By the turn of the century, some observers called America a **melting pot**. This term referred to the fact that many different cultures and races had blended in the United States.

However, this was not always the case. Many new immigrants refused to give up their culture to become part of American society.

Some Americans also preferred not to live in a melting pot. They did not like the idea of so many immigrants living in their country. The arrival of so many immigrants led to the growth of **nativism**. Nativism is an obvious preference for native-born Americans. Nativism gave rise to anti-immigrant groups. It also led to a demand for immigration restrictions.

On the West Coast, *prejudice* against Asians was first directed at the Chinese. During the depression of the 1870s, many Chinese immigrants agreed to work for low wages. Many American workers feared they would lose their jobs to the Chinese. As a result, labor groups pressured politicians to restrict Asian immigration. In 1882, Congress passed the **Chinese Exclusion Act**. This law banned all but a few Chinese immigrants. The ban was not lifted until 1943.

Americans showed prejudice against Japanese immigrants as well. In San Francisco, the local school board put all Chinese, Japanese, and Korean children in special Asian schools. This led to anti-American riots in Japan. President Theodore Roosevelt persuaded San Francisco officials to stop their separation policy. In exchange, Japan agreed to limit *emigration* to the United States under the **Gentlemen's Agreement** of 1907–1908.

3. Give two examples of anti-immigration measures in the U.S.
-
-

The New Immigrants

BEFORE YOU READ

In the last section, you read about the nation's labor union movement.

In this section, you will read how millions of immigrants entered the United States, where they faced culture shock, prejudice, and opportunity.

AS YOU READ

Use this diagram to take notes on the anti-immigration measures that the United States took.

TERMS AND NAMES

Ellis Island Inspection station for immigrants arriving on the East Coast

Angel Island Inspection station for immigrants arriving on the West Coast

melting pot A mixture of different cultures living together

nativism Overt favoritism toward native-born Americans

Chinese Exclusion Act Act that limited Chinese immigration

Gentlemen's Agreement Agreement that limited Japanese emigration to U.S.

MEASURE	DESCRIPTION
Chinese Exclusion Act	
Gentlemen's Agreement	

Through the "Golden Door"

(pages 254–256)

Where did the immigrants come from?

Between 1870 and 1920, about 20 million Europeans *immigrated* to the United States. Many of them came from eastern and southern Europe.

Some immigrants came to escape religious *persecution*. Many others were poor and looking to improve their economic situation. Still others came to experience greater freedom in the United States. Most European immigrants arrived on the East Coast.

A smaller number of immigrants came from Asia. They arrived on the West Coast. About 200,000 Chinese immigrants came between 1851 to 1883. Many Chinese immigrants helped build the nation's first transcontinental railroad. When the United States *annexed* Hawaii in 1898, several thousand Japanese immigrants came to the United States.

From 1880 to 1920, about 260,000 immigrants arrived from various islands in the Caribbean Sea. They came from Jamaica, Cuba, Puerto Rico, and other islands. Many left their homelands because jobs were *scarce*.

Many Mexicans came to the United States as well. Some became U.S. citizens when the nation

QUIZ C

- 1 The idea of self-government is in the first three words of the Constitution. What are they?

- 2 What is the "rule of law"?

- 3 Who makes federal law?

- 4 Who does a U.S. senator represent?

- 5 What does the judicial branch do?

- 6 What are two rights of everyone living in the United States?

- 7 What do we show loyalty to when we say the Pledge of Allegiance?

- 8 Why did the colonists fight the British?

- 9 What is one thing Benjamin Franklin is famous for?

- 10 What was one important thing Abraham Lincoln did?

QUIZ D

- 1 What is freedom of religion?

- 2 What is one promise you make when you become a United States citizen?

- 3 What are two ways that Americans can participate in their democracy?

- 4 What happened at the Constitutional Convention?

- 5 What is an amendment?

- 6 What is the economic system in the United States?

- 7 What are two rights in the Declaration of Independence?

- 8 What is one reason colonists came to America?

- 9 Name one problem that led to the Civil War.

- 10 What did Susan B. Anthony do?



Madeleine Albright

- Secretary of State ● Czechoslovakia
- Became a citizen in 1957

"I came here when I was 11. For me, becoming an American was a major life change."



Henry Kissinger

- Secretary of State ● Germany
- Became a citizen in 1943

"Americans like the cowboy who leads the wagon train by riding ahead alone on his horse."

QUIZ A

- 1 What is the supreme law of the land?
- 2 What is one right or freedom protected by the First Amendment?
- 3 What are the two parts of the U.S. Congress?
- 4 If both the president and the vice president can no longer serve, who becomes president?
- 5 What are the two major political parties in the United States?
- 6 Name one war fought by the United States in the 1800s.
- 7 Who was president during the Great Depression and World War II?
- 8 During the Cold War, what was the main concern of the United States?
- 9 What is the name of the national anthem?
- 10 Name one U.S. territory.

QUIZ B

- 1 What does the Constitution do?
- 2 How many amendments does the Constitution have?
- 3 What stops one branch of government from becoming too powerful?
- 4 What are two Cabinet-level positions?
- 5 What is one power of the federal government?
- 6 What is one power of the states?
- 7 There are four amendments to the Constitution about who can vote. Describe one of them.
- 8 What is one responsibility of a U.S. citizen?
- 9 Name one right of a U.S. citizen.
- 10 Name one of the two longest rivers in the United States.



Irving Berlin
● Songwriter ● Russia
● Became a citizen in 1918
"Let us all be grateful
for a land so fair."



Alexander Graham Bell
● Inventor ● Scotland
● Became a citizen in 1882
"A man owes very little
to what he is born with.
A man is what he makes
of himself."

Are you as smart as an Immigrant?



THE GRANGER COLLECTION, INC.

"Keep, ancient lands, your storied pomp!" cries she with silent lips. "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-tost to me, I lift my lamp beside the golden door!"

—EMMA LAZARUS
From "The New Colossus."
Her poem redefined the Statue of Liberty as the symbol of a country opening its arms to arriving immigrants.

To become an American

citizen an immigrant has to know American history, be proficient in English and show a knowledge of civics—not to mention run a bureaucratic gantlet. First one must fill out an application and get fingerprinted, then take an English test administered by the U.S. Citizenship and Immigration Services agency. The applicant must demonstrate a basic ability to speak and read English, as well as show a capacity for written English by writing one of three dictated sentences in a manner that is understandable to the immigration officer.

That's not all—then comes a history and civics exam. An official orally asks 10 questions taken from a master list of 100 questions about our government, our history, our geography and our symbols. The applicant must answer at least six correctly. Some of the questions seem easy: *How many U.S. senators are there? What is the highest court in the United States?*

Others require significant knowledge: *Describe one of the four amendments to the Constitution about who can vote. What stops one branch of government from becoming too powerful?*

More than 700,000 applicants

will attempt the naturalization process in 2011, says agency spokesman Daniel Cosgrove. About 92 percent will pass the civics test. Cosgrove says, "We want to arm applicants with everything they need to pass." That includes publishing all 100 of the questions, and acceptable answers, as flash cards on the agency's Web site. Those who fail can retake the test within 90 days—and if they pass, all that's left is the ceremonial Oath of Allegiance.

How much history should a fresh new American know? You decide. We've put together four possible quizzes from the 100 questions. See how smart you are.

* (ANSWERS ON PAGE 65)

<p>They passed the test</p>		<p>Albert Einstein ● Scientist ● Germany ● Became a citizen in 1940 <i>"In America, the development of the individual and his creative powers is possible."</i></p>		<p>I.M. Pei ● Architect ● China ● Became a citizen in 1955 <i>"America has been a blessing to me."</i></p>
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