Test Prep With Document-Based Assessment
# Contents

Using the *Test Prep With Document-Based Assessment Workbook* ......................... iv
Document-Based Scoring Rubric ................................................................. vi
Skills Practice ............................................................................................. 1

## Origins and Growth of a New Nation (Prehistory–1850)
- Part I: Multiple-Choice Questions ............................................................ 15
- Part II: Constructed-Response Questions ................................................... 21
- Part III: Document-Based Questions ........................................................ 22

## The Civil War and Reconstruction (1846–1877)
- Part I: Multiple-Choice Questions ............................................................ 29
- Part II: Constructed-Response Questions ................................................... 35
- Part III: Document-Based Questions ........................................................ 36

## Industrialization of the United States (1865–1914)
- Part I: Multiple-Choice Questions ............................................................ 43
- Part II: Constructed-Response Questions ................................................... 49
- Part III: Document-Based Questions ........................................................ 50

## Emergence of the Modern United States (1890–1920)
- Part I: Multiple-Choice Questions ............................................................ 58
- Part II: Constructed-Response Questions ................................................... 64
- Part III: Document-Based Questions ........................................................ 65

## Prosperity and Depression (1919–1941)
- Part I: Multiple-Choice Questions ............................................................ 73
- Part II: Constructed-Response Questions ................................................... 79
- Part III: Document-Based Questions ........................................................ 80

## World War II (1941–1945)
- Part I: Multiple-Choice Questions ............................................................ 88
- Part II: Constructed-Response Questions ................................................... 94
- Part III: Document-Based Questions ........................................................ 95

## The Cold War (1945–1960)
- Part I: Multiple-Choice Questions ............................................................ 103
- Part II: Constructed-Response Questions ................................................... 109
- Part III: Document-Based Questions ........................................................ 110

## Challenges and Change (1945–1980)
- Part I: Multiple-Choice Questions ............................................................ 117
- Part II: Constructed-Response Questions ................................................... 123
- Part III: Document-Based Questions ........................................................ 124

## The Conservative Resurgence (1980–1993)
- Part I: Multiple-Choice Questions ............................................................ 132
- Part II: Constructed-Response Questions ................................................... 138
- Part III: Document-Based Questions ........................................................ 139

## Into a New Century (1992–Today)
- Part I: Multiple-Choice Questions ............................................................ 146
- Part II: Constructed-Response Questions ................................................... 152
- Part III: Document-Based Questions ........................................................ 153

# Test Prep With Document-Based Assessment Answer Key  ................................ AK 1
Using the **Test Prep With Document-Based Assessment Workbook**

The *Test Prep With Document-Based Assessment* workbook for *Prentice Hall United States History* allows you to practice the skills that you need to act as a historian. Using a variety of practice materials, you will read, evaluate, analyze, and interpret different kinds of written and visual documents. You will apply critical thinking and other skills to a number of documents and images that relate to major themes in United States history.

**Kinds of Practice Materials**

The workbook contains four kinds of practice materials: skills practice worksheets, multiple-choice questions, constructed-response questions, and document-based questions. These practice materials include written and visual documents and various kinds of questions that may appear in standardized tests on United States history. The best way to prepare for such tests is to practice.

**Skills Practice Worksheets**

The first part of *Test Prep With Document-Based Assessment* contains skills practice worksheets. The worksheets cover social studies skills that you need in order to analyze written and visual documents.

**Practice Test Questions**

Next, *Test Prep With Document-Based Assessment* provides practice in the three types of questions that you may see on standardized United States history tests. Each unit of the workbook includes multiple-choice questions, a constructed-response question, and a document-based question focusing on topics corresponding to *Prentice Hall United States History*.

Here are some tips to help you approach these kinds of questions:

**How to Approach Multiple-Choice Questions**

**Step 1:** Read the question very carefully. Make sure you understand the question.

**Step 2:** Read all four answer choices. Even if you think you know the correct answer, check your choice. Reread the question and all the answer choices to make sure that you have not missed a key word in the question or answer.

**Step 3:** If you do not understand the question, read it again. If you still do not understand the question, or if you are unsure of the correct answer, don’t give up. Use the process of elimination to find the answer. Begin by rejecting any answer choice that you know is wrong.

**Step 4:** Look for answer statements that do not relate to the question. To do so, reread the question. (Remember that sometimes an answer choice is true, but it does not relate to the question.)

**Step 5:** Look for clue words in the answer choices. For example, be careful of an answer that uses words such as *all, everyone, only, or completely*. It can be wrong because it is too broad or too extreme. A correct answer might use words such as *often, generally, or at times*. 
How to Approach Constructed-Response Questions

In this part of Test Prep With Document-Based Assessment, you will work with what are called constructed-response questions. The questions are based on one or more written and visual documents. For example, a constructed-response question could be based on a reading or a graph. It could also be based on a graph and a reading, a graph and a map, or two readings.

Step 1: Identify the subject and nature of the document(s) in the question.

Step 2: Read through the three questions that follow the document(s).

Step 3: Highlight, circle, or number the area of the document or image that helps you answer the question. Then answer the questions in the order in which they appear. Remember to refer to the information in the document(s) to answer the first two questions.

Step 4: Don’t forget to use the skills you reviewed in the skills practice worksheets to analyze the document(s).

How to Approach Document-Based Questions

Step 1: Read the introduction to the activity. Read the essay question several times to make sure that you fully understand it. Keep it in mind as you study the documents.

Step 2: Read or study each document. First, make sure that you understand what the document says or shows. Then, decide whether the document is a primary or secondary source. How reliable do you think the information is? What is the point of view of the person who created the document?

Step 3: Highlight, circle, or number the area of the document or image that helps you answer the question.

Step 4: Answer the questions that follow the document.

Step 5: After you have read all the documents, read the essay question again. Write down one or two sentences that give your basic answer to the question.

Step 6: Outline your essay. Think about how to use each document to support your idea. You do not need to use every document.

Step 7: Write your essay. Your essay should have three parts: (1) an introduction that states your answer to the question, (2) a body that develops your answer and offers evidence from the documents, and (3) a conclusion that restates your answer. You should include specific historical details. Work to include comments on documents in your essay.

Step 8: Edit your essay. Read the essay, changing it as necessary to make your sentences clear and effective and to correct errors in spelling and punctuation.
Document-Based Scoring Rubric

Score of 5:
• Thoroughly addresses all aspects of the Task by accurately analyzing and interpreting at least four documents
• Incorporates information from the documents in the body of the essay
• Incorporates relevant outside information
• Richly supports the theme or problem with relevant facts, examples, and details
• Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task or Historical Context and concludes with a summation of the theme or problem

Score of 4:
• Addresses all aspects of the Task by accurately analyzing and interpreting at least four documents
• Incorporates information from the documents in the body of the essay
• Incorporates relevant outside information
• Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
• Is a well-developed essay, demonstrating a logical and clear plan of organization
• Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task or Historical Context and concludes with a summation of the theme or problem

Score of 3:
• Addresses most aspects of the Task or addresses all aspects of the Task in a limited way, using some of the documents
• Incorporates some information from the documents in the body of the essay
• Incorporates limited or no relevant outside information
• Includes some facts, examples, and details, but discussion is more descriptive than analytical
• Is a satisfactorily developed essay, demonstrating a general plan of organization
• Introduces the theme or problem by repeating the Task or Historical Context and concludes by simply repeating the theme or problem

Score of 2:
• Attempts to address some aspects of the Task, making limited use of the documents
• Presents no relevant outside information
• Includes few facts, examples, and details; discussion restates contents of the document
• Is a poorly organized essay, lacking focus
• Fails to introduce or summarize the theme or problem

Score of 1:
• Shows limited understanding of the Task with vague, unclear references to the documents
• Presents no relevant outside information
• Includes little or no accurate or relevant facts, details, or examples
• Attempts to complete the Task, but demonstrates a major weakness in organization
• Fails to introduce or summarize the theme or problem

Score of 0:
• Fails to address the Task, is illegible, or is a blank paper
Skills Practice 1: Summarize

When you summarize a passage, you confirm your understanding of the text by restating the main points in your own words. This skill will help you answer standardized test questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

In December 1830, William Lloyd Garrison wrote a letter to African American abolitionist James Forten about his intent to publish an anti-slavery newspaper. Below is a passage from Forten’s reply to Garrison.

I am extremely happy to hear that you are about establishing a paper in Boston. I hope your efforts may not be in vain; and may the “Liberator” be the means of exposing, more and more, the odious system of Slavery, and of raising up friends to the oppressed and degraded People of Colour, throughout the Union. Whilst so much is doing in the world, to ameliorate the condition of mankind, and the spirit of Freedom is marching with rapid strides, and causing tyrants to tremble, may America awake from the apathy in which she has long slumbered. She must, sooner or later, fall in with the irresistible current. Great efforts are now making in the cause of Liberty: the people are becoming more interested and determined on the subject. Although the Southern States have enacted severe laws against the Free People of Colour, they will find it impossible to go in opposition to the Spirit of the Times.

—James Forten, letter to William Lloyd Garrison
December 31, 1830

Which statement best summarizes Forten’s reply to Garrison?

A You are wasting your time with your newspaper; Americans will never change.

B Your newspaper will harm the abolition movement more than it will help.

C Your newspaper is part of an irresistible movement that will eventually lead to the abolition of slavery.

D Your newspaper must succeed or slavery may never be abolished in the United States.
Skills Practice 2: Distinguish Between Facts and Opinions/Recognize Bias

When you distinguish between fact and opinion, you separate those statements that can be proved to be true—facts—from those that express a viewpoint or opinion. When you read material that contains opinions, you must also be on the lookout for author bias, which is often revealed in the use of emotionally charged words or faulty logic.

This skill will help you answer standardized test questions like the one near the bottom of the page. Follow the numbered steps to apply the skill. Then answer the question on the line provided after the last step.

Fifteen years ago North Vietnam . . . launched a campaign to impose a Communist government on South Vietnam by instigating and supporting a revolution.

In response to the request of the Government of South Vietnam, President Eisenhower sent economic aid and military equipment to assist the people of South Vietnam in their efforts to prevent a Communist takeover. Seven years ago, President Kennedy sent 16,000 military personnel to Vietnam as combat advisers. Four years ago, President Johnson sent American combat forces to South Vietnam . . . .

In January I could only conclude that the precipitate [sudden] withdrawal of American forces from Vietnam would be a disaster not only for South Vietnam but for the United States and for the cause of peace.

For the South Vietnamese, our precipitate withdrawal would inevitably allow the Communists to repeat the massacres which followed their takeover in the North 15 years before . . . .

For the future of peace, precipitate withdrawal would thus be a disaster of immense magnitude.

—President Richard Nixon
televised speech, November 3, 1969

Which of the following statements from the passage is not a fact?
A  Fifteen years ago North Vietnam launched a campaign to impose a Communist government on South Vietnam.
B  Seven years ago, President Kennedy sent 16,000 combat advisers to Vietnam.
C  Four years ago, President Johnson sent American combat forces to South Vietnam.
D  A sudden withdrawal of U.S. forces from Vietnam would be a disaster of immense magnitude.
Industrialization of the United States
(1865–1914)

Part I: Multiple-Choice Questions
Identify the letter of the choice that best completes the statement or answers the question.

___ 1. The growth of industries after the Civil War was fueled, in part, by
   A a decrease in immigration.
   B a vast supply of natural resources.
   C strict government regulation of business.
   D the success of labor unions.

___ 2. The Bessemer process created strong, lightweight
   A steel.
   B oil.
   C iron.
   D coal.

___ 3. The invention of electric streetcars, commuter trains, and subways in the
   late 1800s
   A affected only rural regions.
   B disrupted traffic in downtown areas.
   C had little effect on American society.
   D spurred the growth of suburbs.

___ 4. Which policies allowed businesses to operate under minimal
   government regulation?
   A laissez faire
   B protective tariffs
   C collective bargaining
   D cartels

___ 5. Gaining control of the many different businesses that make up all phases
   of a product’s development is known as
   A horizontal integration.
   B a monopoly.
   C vertical integration.
   D a trust.

___ 6. The Interstate Commerce Commission monitored
   A telegraph operations.
   B steel mills.
   C railroad operations.
   D factories.
Industrialization of the United States
(1865–1914)

____ 7. Many social Darwinists believed that the United States would grow strong by
A using public funds to assist the poor.
B allowing its most vigorous members to rise to the top.
C regulating business practices.
D encouraging technological innovations.

____ 8. An important result of the Haymarket Riot was that it
A led to higher wages throughout the railroad industry.
B caused extensive damage throughout Homestead, Pennsylvania.
C left employers and much of America suspicious of unions.
D drove the Pullman Palace Car Company into bankruptcy.

____ 9. Socialists believe that
A wealth should be distributed equally to everyone.
B free enterprise and individual liberty should be protected.
C the government should protect the rights of the wealthy.
D government interference would disrupt natural selection.

____ 10. Most of the immigrants processed at Angel Island were from
A Europe.
B Asia.
C South America.
D the Caribbean.

____ 11. Which of the following represents a push factor for immigrants coming to America in the second half of the 1800s?
A plentiful land
B employment
C religious freedom
D political revolutions

____ 12. The “melting pot” model of the late 1800s and early 1900s did not take into account
A African Americans.
B Catholic immigrants.
C Asian immigrants.
D Polish immigrants.
Industrialization of the United States
(1865–1914)

(continued)

19. What assets did the South possess to rebuild its economy in the late 1800s?
   A. well-trained and productive workers
   B. technical and engineering schools
   C. strong banks with investment capital
   D. natural resources

20. After the Civil War, the South
   A. replaced small farms with large plantations.
   B. diversified its farming.
   C. spent more than any other part of the country on education.
   D. shipped its raw materials to the North for processing.

21. Following the Civil War, African Americans in the South
   A. gained access to education through basic-literacy schools.
   B. were denied membership in the Farmers’ Alliance.
   C. felt betrayed by ratification of the Fifteenth Amendment.
   D. became fully integrated in the society of the New South.

22. In the mid-1800s, the most numerous and nomadic Native Americans in the United States were the
   A. Plains Indians.
   B. Chinook Indians.
   C. Klamath Indians.
   D. Pueblo Indians.

23. The United States Indian Peace Commission concluded that lasting peace would come only if Native Americans
   A. resumed hunting.
   B. stayed on reservations.
   C. settled on farms.
   D. educated themselves.

24. The Dawes General Allotment Act of 1887
   A. recognized Native American tribes as Independent nations.
   B. presented land to individual tribes.
   C. granted each Indian family a 160-acre farmstead.
   D. improved the reservation system.
Part II: Constructed-Response Questions

Directions: Answer the questions that follow the cartoon using the space provided. Base your answers to questions 1, 2, and 3 on the cartoon below and from your knowledge of social studies.

This political cartoon appeared in *Harper’s Weekly* on March 25, 1882.

1. Whom do the two men seated at the table represent?

2. What is Fritz concerned about?

3. What does this cartoon suggest about American attitudes toward immigration in the late 1800s?
Part III: Document-Based Questions
This task is based on the accompanying eight documents. Some of these documents have been edited for the purposes of this task. This task is designed to test your ability to work with historical documents. As you analyze the documents, consider both the source of each document and the author’s point of view.

Directions: Read the documents in Part A and answer the questions after each document. Then, read the directions for Part B and write your essay.

Historical Context

Millions of immigrants moved to the United States in the late 1800s. Some native-born Americans feared the newcomers and tried to stop immigration from certain countries. Nonetheless, waves of people continued to arrive in America each year. Despite facing many difficulties, these immigrants made great contributions to their new country.

Task

Using information from the documents and your knowledge of U.S. history, write an essay in which you do the following: 1. Describe the experiences of immigrants to the United States in the late 1800s. 2. Explain how immigrants contributed to the nation's growth during this period.

Part A: Short-Answer Questions

Document 1  Map about immigration, c. 1860:
Topic 3

Document–Based Questions

INDUSTRIALIZATION OF THE UNITED STATES (continued)

1. How is this map different from a typical map of the United States?

2. What do the new names on the map have in common?

3. How do you think this map influenced native-born Americans who saw it in the 1860s?

Document 2

San Francisco newspaper article, April 1, 1876:

An inflammatory Anti-Chinese Meeting was held last evening on Kearney Street, and addressed by an incendiary [fiery] orator. Under his heated harangue, the crowd was wrought up to the highest pitch of excitement, and increased in numbers until the street was blocked by a surging mass. The speaker read a long series of resolutions condemning the importation of coolies [unskilled laborers from the Far East], demanding a remedy from the law-making power, and ended by proclaiming that if no measures were taken to suppress the plague, the people were justified in taking summary vengeance on the Mongolians [Chinese]. The resolutions were received with yells by the listeners, and several unlucky Chinamen who passed by at the moment were knocked down and kicked, to emphasize the verdict. . . . At the conclusion of this speech he called upon every man to sign the resolutions, which about two hundred of those present did.

4. What did the speaker at the meeting want his listeners to do?

5. The speaker at the meeting was Dennis Kearney, an immigrant from Ireland. What do you think his position on immigration was? Explain.

6. Many people at the meeting were members of a labor union called the Workingmen’s Party. Why do you think they were so receptive to Kearney’s message?
Document 3  Jacob Riis describes immigrants from Bohemia (a region of the present-day Czech Republic) in New York City, in *How the Other Half Lives*, 1890:

Probably more than half of all Bohemians in this city are cigarmakers, and it is the herding of these in great numbers in the so-called tenement factories, where the cheapest grade of work is done at the lowest wages, that constitutes at once their greatest hardship and the chief grudge of the other workmen against them. . . .

Men, women and children work together seven days in the week in these cheerless tenements to make a living for the family, from the break of day till far into the night. Often the wife is the original cigarmaker from the old home, the husband having adopted her trade here as a matter of necessity, because, knowing no word of English, he could get no other work. . . .

Take a row of houses in East Tenth Street as an instance. They contained thirty-five families of cigarmakers, with probably not half a dozen persons in the whole lot of them, outside of the children, who could speak a word of English, though many had been in the country half a lifetime. This room with two windows giving on the street, and a rear attachment without windows, called a bedroom by courtesy, is rented at $12.25 a month. In the front room man and wife work at the bench from six in the morning till nine at night. They make a team, stripping the tobacco leaves together; then he makes the filler, and she rolls the wrapper on and finishes the cigar. For a thousand they receive $3.75, and can turn out together three thousand cigars a week.

7. Why did so many Bohemian immigrants work as cigarmakers?

8. How many hours a week did the Bohemian cigarmakers work?

9. How much money did a Bohemian husband and wife earn in a week? Why do you think other workers in the city were not happy about what the Bohemians were earning?
Document 4 Letter from German immigrant Christian Kirst to his family in Züsch, Germany, January 1, 1884:

The factories and mines here don’t have a relief fund, but here they have [mutual aid] associations, called Losche [lodge]. You pay 25 cents a month, and when a man from the lodge dies you have to go to the funeral and pay a dollar, from which the deceased is buried; also when you are sick you get 5 dollars a week sick pay. . . . When the husband dies the wife gets it, and if the wife dies the husband gets it. You can get as much as you want, depending on how much you pay in, up to 1000 dollars. . . . Now I have to write to you about how wages are at the moment. Since the month of Nov. the rolling mills have had 10 percent of their wages cut. . . . The glass factories have been on strike since the month of May. The factory owners wanted to cut the raise they agreed on 3 years ago, so they stopped working and it hasn’t been decided yet. Now you will think that the people must be starving, but that is taken care of by associations or Unionen. There the needy are supported, but it’s still pretty bad when a strike happens. . . .

You wrote about the people from Züsch who have emigrated that Frühauf and Carolina Jost like it here. I believe it. Those are people of means. If they are thrifty and hard-working they won’t have any trouble. And that Gemmel and his son-in-law don’t like it, I believe that too; they’re having the same problems like everyone who comes here at the beginning with no money and wants to get rich in one year. But all that passes with time. I know from my own experience. That’s how I felt at the beginning too. . . . Now I’ll also write you about the reasons no one likes it here at first. . . . when you first come here and can’t understand the language, you have to talk with your hands and feet. When you see the clumsy, heavy American tools you lose heart, and then with homesickness on top of it all, that’s really a burden.

10. How does Christian Kirst describe his area’s situation for factory workers?

11. What help do Kirst’s fellow immigrant laborers receive, and from whom?

12. What advice do you think Kirst would give to Germans considering emigration?
Document-Based Questions

INDUSTRIALIZATION OF THE UNITED STATES (continued)

Name __________________________ Class __________________ Date _____________

**Document 5** Immigrants to the United States, by Major Occupation Group, 1865–1895:

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional</th>
<th>Commercial</th>
<th>Skilled</th>
<th>Farmers</th>
<th>Servants</th>
<th>Laborers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1865</td>
<td>1,743</td>
<td>12,700</td>
<td>36,522</td>
<td>20,012</td>
<td>9,231</td>
<td>46,247</td>
</tr>
<tr>
<td>1870</td>
<td>1,831</td>
<td>7,139</td>
<td>35,698</td>
<td>35,656</td>
<td>14,261</td>
<td>84,577</td>
</tr>
<tr>
<td>1875</td>
<td>2,426</td>
<td>5,029</td>
<td>33,803</td>
<td>16,447</td>
<td>10,579</td>
<td>46,877</td>
</tr>
<tr>
<td>1880</td>
<td>1,775</td>
<td>7,916</td>
<td>49,929</td>
<td>47,204</td>
<td>18,580</td>
<td>106,012</td>
</tr>
<tr>
<td>1885</td>
<td>2,095</td>
<td>6,707</td>
<td>39,817</td>
<td>27,581</td>
<td>20,313</td>
<td>83,068</td>
</tr>
<tr>
<td>1890</td>
<td>3,236</td>
<td>7,802</td>
<td>44,540</td>
<td>29,291</td>
<td>28,625</td>
<td>139,365</td>
</tr>
<tr>
<td>1895</td>
<td>2,029</td>
<td>5,314</td>
<td>43,844</td>
<td>13,051</td>
<td>35,960</td>
<td>61,431</td>
</tr>
</tbody>
</table>

*Source: Historical Statistics of the United States, Colonial Times to 1970*

13. Which occupation group among the immigrants was consistently the largest? Why do you think so many people from that group emigrated to the United States?

14. Which occupation group among the immigrants was consistently the smallest? Why do you think so few people from that group emigrated to the United States?

15. What does the chart reveal about how immigration affected the U.S. economy in the late 1800s?
Document 6 Chinese laborers at a Southern Pacific Railroad trestle in the Sierra Nevada Mountains, Sacramento, California, 1877:

16. What clues does the photo give about the work and conditions for these workers?

17. What does this photo suggest about the process of building railroads in the 1870s?

18. How did Chinese immigrants help the American economy in the late 1800s?
Story of Rocco Corresca, an Italian immigrant, 1902:

He [a labor boss] gave us very little money, and our clothes were some of those that were found on the street. . . .
So we went away one day to Newark and got work on the street. . . .
We paid a man five dollars each for getting us the work and we were with that boss for six months. . . .
When the Newark boss told us that there was no more work Francisco and I talked about what we would do and we went back to Brooklyn to a saloon near Hamilton Ferry, where we got a job cleaning it out and slept in a little room upstairs. There was a bootblack [shoe shiner] named Michael on the corner and when I had time I helped him and learned the business. . . .
Then we thought we would go into [the shoe-shine] business and we got a basement on Hamilton avenue, near the Ferry, and put four chairs in it. We paid $75 for the chairs and all the other things. . . .
We had said that when we saved $1,000 each we would go back to Italy and buy a farm, but now that the time is coming we are so busy and making so much money that we think we will stay.

19. What does the passage suggest about Rocco Corresca’s economic situation during his early days in America? Explain your answer.

20. How did Corresca’s fortunes change while he was in the United States?

21. How do you think this article affected the people who read it?
Document 8 “Looking Backward,” a political cartoon from 1893:

22. In the cartoon, now-prosperous immigrants object to further immigration to America. What is the meaning behind the prosperous immigrants’ shadows?

23. Why might the prosperous immigrants be against further immigration to America?

24. What does the cartoon suggest about the speed with which immigrants were able to improve their situation after arriving in America?

Part B: Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. In the body of the essay, use evidence from at least four documents. Support your response with relevant facts, examples, and details. Include additional outside information. Use a logical and clear plan of organization.

Task

Using information from the documents and your knowledge of U.S. history, write an essay in which you do the following: 1. Describe the experiences of immigrants to the United States in the late 1800s. 2. Explain how immigrants contributed to the nation’s growth during this period.