

Substitute Guide: Industrialization and Its Effects

Course: U.S. History Studies Since 1877 **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block Social Studies

Learning goal (plain language)

Students investigate American **industrialization** (roughly the 1870s–1910s): its **causes**, its **effects** on workers, cities, and immigration, and the **responses** (labor unions and reform laws). They read two short summaries, study a timeline, do **source analysis** (creator, date, type, point of view) on a short public-domain excerpt, build a **cause-and-effect chain**, compare two sources, sort fact from interpretation and opinion, and finish by writing a short evidence-based argument about which effect mattered most. **You do not need a history background to run this.** Everything students need is printed in their packet, and the separate answer key gives you every answer.

Standards alignment

Framework: 19 TAC §113.41 (United States History Studies Since 1877).

- **Primary — economic transformation / industrialization:** analyzing the causes and effects of the rise of industrialization on American society, including its impact on labor, urbanization, and immigration.
- **Skills — social studies skills (source analysis / point of view):** analyzing primary and secondary sources by identifying the creator, date, type, and point of view, and using evidence to support a historical argument.

Provisional — pending educator verification against the current official TAC source.

(Standards are paraphrased here, not quoted, and this is **not** a claim of TEKS alignment. Please confirm the codes and wording against your official source. Prompts are kept non-partisan and in historical context.)

Setup Before class (5 min)

- Count and hand out one **student packet** per student.
- Confirm each student has a **pencil**. No calculators, computers, or textbooks are needed.
- Decide up front whether this is a **standard (~50 min)** or **block (~90 min)** class and tell students which items to do (see Timing).
- Write the date on the board and remind students to fill in the name line.
- Keep the **answer key** with you — it is a separate file and is **not** in the student packet.

Materials What's needed

- Printed student packet (5–7 pages) per student.
- Pencil per student.
- This guide and the separate answer key (teacher only).
- No technology, no calculator, no textbooks, no safety hazards.

Timing Suggested pacing — standard vs. block

Segment	Standard ~50 min	Block ~90 min	What students do
Start — Observe a source	5 min	5 min	Q1–Q2 warm-up on the 1903 excerpt
Build — Read the sources	10 min	15 min	Sources A–B (+ Source C in block), word bank, timeline; Q3
Apply — Analyze the sources	20 min	25 min	Q4–Q9 (+ Q10 data source in block)
Explain — CER argument	10 min	25 min	Q11 claim/evidence/reasoning (block adds a 2nd source + counter-consideration)
Close — ACE	5 min	10 min	Articulate / Connect / Extend
Continue — early finishers	optional	~10 min	"Match a reform to a problem"

Standard version: students skip every item marked **[BLOCK]** (Source C, Q10, and the extended-writing add-on in Q11). **Block version:** students do those items and write a longer argument.

Script Read aloud to start

"Today's assignment is a paper history investigation called *Industrialization and Its Effects*. It is about how the United States became an industrial nation between about the 1870s and the 1910s. You will work by yourself with just a pencil — no computers or textbooks. First read the short summaries and study the timeline. Then answer the questions in order; if one is tricky, skip it and come back. Write in complete sentences where it asks you to explain. Everything you need is printed in the packet — you do not need any outside facts. Keep your answers grounded in the evidence and non-partisan: analyze what the sources show, not which modern side you favor. [If block: Also read Source C and do the items marked BLOCK.] Put your name, class period, and date at the top now. You have about [50 / 90] minutes; raise your hand if you need help understanding a word."

Support When students ask for help

- **You may read any part aloud** to a student or the class.
- If they are stuck on the **cause-and-effect chain** (Q5–Q6), point them to **Source A** — causes and effects are each listed there in bold-led sentences.
- For "corroborate or contradict" (Q7), ask: "Does Source B *agree with and add detail to* Source A, or does it *disagree*?"
- For "fact / interpretation / opinion" (Q8), point to the **Word Bank**; an "opinion" ranks or judges, an "interpretation" says "probably" or "because."
- Encourage the printed **sentence stems** for the CER (Q11) and ACE sections.
- Do **not** give answers; prompt with "What does Source A list as a cause?" or "Is that a cause of industrialization or an effect of it?"
- It is fine if a student cannot finish the optional early-finisher task or the block add-ons.

Access Accommodations & language support

- **Read-aloud** of any passage or question is allowed for all students.
- Point students to the **sentence stems** and the **Word Bank**. A quick glossary for reference:
industrialization = making goods by machine in factories instead of by hand; **urbanization** = cities growing as people move to them; **immigration** = people moving into a country to live and work; **capital** = money invested in a business; **labor union** = workers organized to bargain together; **reform** = a change

made to fix a problem; **cause** = a reason something happens; **effect** = a result; **point of view** = the perspective a source is written from.

- Extended time is fine; the standard core can stop after Q11 if time runs short.
- Students may answer in phrases if writing full sentences is a barrier, as long as the idea is clear.
- The packet is grayscale-safe — the timeline and table print and read clearly in black and white.

Tools Allowed & not allowed

Allowed: pencil, the printed packet, quiet self-read-aloud. **Not needed / not allowed:** calculator (no math required), phones, computers, textbooks or outside sources (everything needed is in the packet).

Collect at the end: Collect every packet, whether finished or not, with names on them. Stack them for the teacher. Note on a sticky whether the class did the standard or block version, how far most students got, and any questions that caused confusion.

Answer key: The **answer key is a separate file** (answerkey.html) and is for the teacher only. Please do not hand it to students.

Teacher follow-up (for the returning teacher)

Watch for the common mix-up between **causes** of industrialization (resources, railroads, technology, workers, capital) and its **effects** (urbanization, changed labor, immigration, reform) — Q5, Q6, and Q11 target this, and students sometimes label a cause as an "effect" in the argument. Also watch for "one-cause" thinking in Q9 (Source A names five combined forces) and for treating the illustrative Source C figures or the Source B description as genuine primary evidence. The CER (Q11) responses show who can name a specific source detail or timeline event and tie it to a chosen effect; block responses additionally show who can handle a counter-consideration. A quick next-day "cause or effect?" sort and a review of the union/reform response chain would reinforce this well.

HS_USH_Industrialization_01 — Industrialization and Its Effects Substitute Guide

Industrialization and Its Effects

Course: U.S. History Studies Since 1877 **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block **Work mode:** Independent · pencil only Social Studies

Start Here

This is a **paper history investigation** about American **industrialization** — roughly the 1870s to the 1910s. You will read short summaries written for this packet, study a timeline of key events, and answer questions using a pencil. You do **not** need a computer, a textbook, or the internet — **everything you need is printed in this packet**. Work by yourself and do your best thinking. Write in complete sentences where you are asked to explain. If a question is hard, skip it, keep going, and come back. Reading the passages quietly aloud to yourself is allowed and encouraged. Keep your answers **non-partisan and grounded in the historical evidence** — analyze what the sources show about the period, not which modern side you favor.

Standard (~50 min): do Sources A–B and Questions 1–10, then the CER in Question 11. **Block (~90 min):** also read **Source C** and complete the block add-ons marked **[BLOCK]**, including the extended writing in Question 11.

Start Observe a Source 5 min

To **industrialize** is to shift from making goods by hand in homes and small shops to making them by machine in large factories. Warm up before you read.

1 Read this short public-domain excerpt, then answer below.

Public-domain excerpt — from the preamble to the U.S. federal law creating the Department of Commerce and Labor (1903): "...to foster, promote, and develop the foreign and domestic commerce, the mining, manufacturing, shipping, and fishery industries, [and] the labor interests... of the United States."

Type: primary source, public domain (an Act of Congress) · Creator: the U.S. Congress · Date: 1903 · Only a portion of the sentence is shown; the rest is left out (...).

Notice: Write **one thing you notice** about which parts of the economy the government said it wanted to "foster" and "develop" by 1903.

Predict: Based only on this list of industries, **predict one way** daily life or work in America might have been changing in this period.

2 Before reading the sources, why do you think building large factories in cities might change where and how ordinary people lived and worked? Give **one reason** in your own words.

Build Read the Sources 10–15 min

Source A — What drove and defined industrialization (written for this packet)

Between the 1870s and the 1910s, the United States changed from a mostly farming nation into the world's leading industrial power. Several forces came together to make this possible.

Causes. The country had vast **natural resources** — coal, iron ore, oil, timber, and water power. New **railroads**, tied together by a national network, moved raw materials to factories and finished goods to markets. New **technology** and **machines** (such as the Bessemer process for making cheap steel) let factories produce far more, far faster. A growing **supply of workers** — including people leaving farms and millions of **immigrants** — provided the labor, and **investment capital** from banks and businesses paid to build the mills and mines.

Effects on work. Much production moved into large factories organized around the **division of labor**: instead of one skilled craftsperson making a whole product, many workers each repeated one small task. This raised output but often meant long hours, low pay, monotonous work, and unsafe conditions.

Effects on cities and immigration. Factories clustered in cities, so people moved toward the jobs. Cities grew rapidly (**urbanization**), and large numbers of immigrants arrived to fill industrial jobs, reshaping the population of many towns.

Responses. Workers formed **labor unions** to bargain for better wages, shorter hours, and safer conditions. Over time, **reformers** and governments responded with new laws — for example, limits on child labor and rules meant to improve safety — though change came unevenly and slowly.

Type: original explanatory summary · Focus: causes and effects of U.S. industrialization, about 1870s–1910s

Source B — A factory-floor description (written for this packet)

This is an **original summary**, not a real quotation. It restates conditions that historians commonly describe in industrial workplaces of the era:

"In many mills the workday ran ten to twelve hours, six days a week. Machines set the pace, and a worker who fell behind could be replaced the same afternoon. The air was thick with dust and noise; injuries were common and rarely paid for. Wages were low enough that whole families — including children — often worked to make ends meet."

Type: original summary of typical conditions · Creator: not a real person · Focus: industrial working conditions, about 1870s–1910s · Not a genuine primary quotation.

Source C — Urban growth data [BLOCK]

Read Source C only if you are doing the ~90-minute block version. This is an **original data summary** written for this packet using the well-established pattern of the era: the share of Americans living in cities rose sharply as factories grew. The numbers below are rounded, illustrative figures that reflect that documented trend.

Year	Approx. share of U.S. people living in cities	Trend
1870	about 1 in 4 (~25%)	mostly rural nation
1890	about 1 in 3 (~35%)	cities growing fast
1910	about 4 in 9 (~45%)	nearly half urban

Type: original data summary (illustrative, rounded) · Focus: U.S. urbanization, 1870–1910 · Reflects the documented long-term rise in the urban share of the population; treat exact percents as approximate.

Word Bank

- industrialization
- the shift from making goods by hand to making them by machine in factories.
- urbanization

- the growth of cities as more people move to and live in them.
- immigration
 - people moving into a country to live and work.
- division of labor
 - splitting production into small tasks, each done by different workers.
- capital
 - money invested to build or run a business, such as factories or machines.
- labor union
 - an organized group of workers who bargain together for better pay and conditions.
- reform
 - a change meant to correct a problem, often through new laws or rules.
- cause
 - a reason something happens; it comes before an effect.
- effect
 - a result or consequence of a cause.
- point of view
 - the perspective or position from which a source was created.
- fact
 - a statement that can be checked and shown true or false.
- interpretation
 - an explanation of what evidence means; reasoned from facts.
- opinion
 - a personal belief or preference; not proven by evidence.

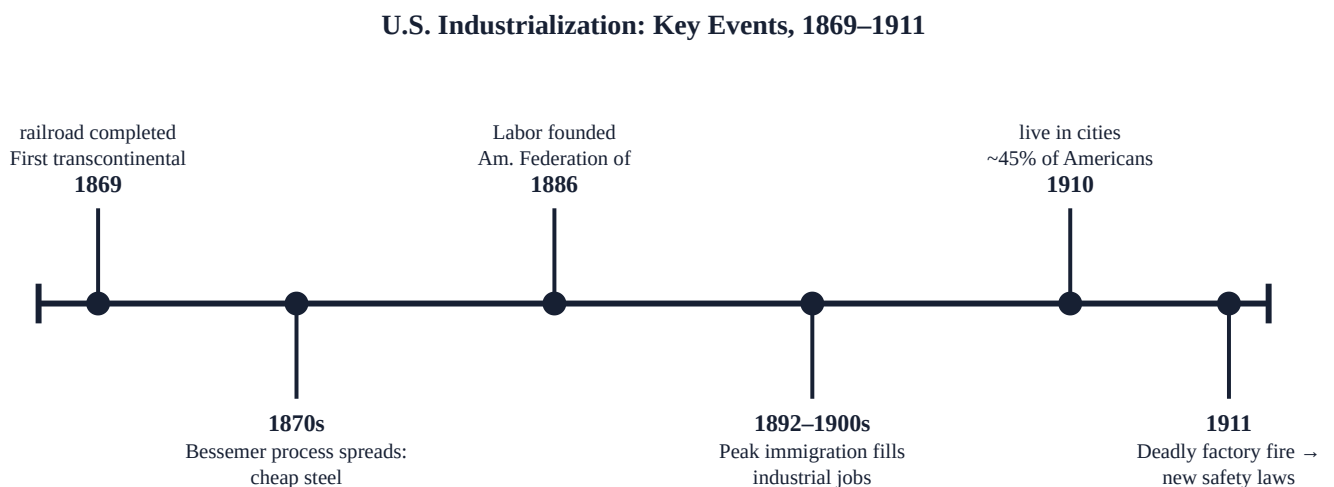


Figure 1. A timeline of U.S. industrialization from 1869 to 1911. Events above the line and below the line alternate for readability; all markers, dates, and labels are black on white so the figure reads clearly in grayscale.

3Using the timeline, list the **two earliest** events and the **two latest** events with their dates.

Earliest: _____ . _____

Latest: _____ . _____

Apply Analyze the Sources 20–25 min

4Source analysis. Look back at the **1903 excerpt in Question 1** and fill in what you can tell about it.

Creator: _____

Date: _____

Type of source (primary or secondary? public domain?): _____

Point of view: Who created it, and how might that shape what it emphasizes? Answer in one sentence.

5Cause-and-effect chain. Use Source A to complete the chain. Write one item on each blank so the arrows read from *cause* to *industrialization* to *effects*.

Causes (name two)	→ Industrialization	→ Effects (name two)
a) _____	Factories powered by machines	c) _____
b) _____	mass-produce goods	d) _____

Hint: causes might include resources, railroads, technology, workers, or capital; effects might touch labor, cities, or immigration.

6From cause to effect. In 2–3 sentences, trace **one** complete chain: pick a cause from Source A, explain how it helped industrialization grow, and name one effect it had on **workers, cities, or immigration**.

7Corroborate or contradict. Compare **Source A** (the overview) and **Source B** (the factory-floor description). Do they mostly **corroborate** (agree/support) or **contradict** each other about working conditions? Circle one and explain with one detail from each source.

Corroborate / Contradict

8Fact, interpretation, or opinion? Write **F** (fact you can check in the sources), **I** (interpretation reasoned from facts), or **O** (opinion / personal belief).

- ____ a) Railroads helped move raw materials to factories and goods to markets.
- ____ b) Long hours and unsafe conditions probably pushed many workers to form unions.
- ____ c) Factory work in this era was the worst kind of job anyone could ever have.
- ____ d) By 1910, close to half of Americans lived in cities.

9Evaluate a claim using the sources. A student claims: "*Industrialization was caused only by new machines — nothing else mattered.*" Do the sources support this claim?

- Yes — Source A says machines were the single cause.
- No — Source A names **several** causes working together (resources, railroads, technology, workers, and capital), not machines alone.
- The sources never mention machines at all.

Explain your choice using one detail from Source A:

10[BLOCK] Read a data source. Skip this if you are doing the standard version. Using **Source C**, describe the trend in the urban share of the U.S. population from 1870 to 1910, then explain in one sentence how **industrialization** (Source A) helps explain that trend.

Explain Claim–Evidence–Reasoning 10–20 min

Question 11 — Build a historical argument.

Of industrialization's effects on labor, cities, and immigration, which do you think was the most significant for the United States in this period? Write a **claim** that names one effect, support it with **two pieces of evidence**

from the sources or timeline, then explain your **reasoning**. There is no single "right" effect — your job is to argue from the evidence.

Sentence stems you may use: "The most significant effect of industrialization was _____ because..." · "One piece of evidence is... (from Source A / B / C or the timeline)." · "A second piece of evidence is..." · "This evidence supports my claim because..."

Claim

Evidence (two pieces)

Reasoning

[BLOCK] Extended writing — add a second source and a counter-consideration:

If you are doing the ~90-minute block, extend your argument on the lines below. (1) Bring in a **second source** you have not yet quoted (for example **Source C** or a specific timeline event) as added evidence. (2) Add a **counter-consideration**: name one reason someone might argue a *different* effect was most significant, then explain why you still hold your claim — or how your claim changes.

Close ACE Wrap-Up 5 min

Articulate

In your own words, explain what **industrialization** was, as if teaching a friend who missed today.

Connect

Point to one event on the timeline, or one line in a source, that shows a **cause** of industrialization *and* one that shows an **effect**. Name both.

Extend

Name one everyday product or job today that exists because of factory-based, machine production, and give one reason it connects to this history.

Continue Early Finisher optional · ~15 min

If you finish early (no new materials needed):

Match a reform to a problem. On the back of this page, pick **one** problem named in the sources (for example: long hours, unsafe conditions, or child labor). Then name **which reform response** from Source A (forming labor unions, or new laws such as limits on child labor and safety rules) **best addressed that problem, and why**. Use only the sources and timeline, and support your choice with one detail.

Turn in: Hand in this whole packet with your name, class period, and date filled in. Make sure questions 1–11 and the ACE box are answered (skip the items marked [BLOCK] if you did the standard ~50-minute version). The early-finisher task is optional but turn it in too if you did it.

HS_USH_Industrialization_01 — Industrialization and Its Effects Student Packet



TEACHER ANSWER KEY FOLLOWS

Do not copy the pages after this divider for students.

Answer Key: Industrialization and Its Effects

Course: U.S. History Studies Since 1877 **Grades:** 9–12 **For teacher use only** Social Studies

How to use this key

Answers are grouped by section and question number. Many items are open-ended; accept any response that shows correct reasoning even if the wording differs. Notes flag where more than one answer is defensible and list common misconceptions to watch for. Everything students need is in the packet, so answers should draw on the sources and timeline only. Items marked **[BLOCK]** apply only to the ~90-minute version. Estimated grading time: ~6–8 min per packet.

Start Observe a Source grade for effort · ~2 min

1 Notice + predict from the 1903 excerpt.

Full credit for any reasonable notice + prediction. **Notice** examples: "the government wanted to develop manufacturing, mining, shipping, and labor," "it lists industries, not farming." **Predict** examples: "more people working in factories/industry," "growth of manufacturing and cities," "the economy was shifting toward industry." Accept any on-topic prediction — warm-up graded for effort.

2 Why factories in cities change where/how people live and work.

Accept any reasonable idea in the student's own words: people move to cities for factory jobs, work shifts from farms/home to factories, cities grow, immigrants arrive for work, hours and conditions change. More than one answer is defensible.

Build Read the Sources ~1 min

3 Two earliest and two latest timeline events.

Earliest: 1869 — first transcontinental railroad completed; 1870s — Bessemer process spreads (cheap steel).

Latest: 1910 — ~45% of Americans live in cities; 1911 — deadly factory fire leads to new safety laws.

Accept "1886 AFL founded" or "1892–1900s peak immigration" as middle events; the four endpoints above are the intended answers.

Apply Analyze the Sources ~3–4 min

4 Source analysis of the 1903 excerpt.

Creator: the U.S. Congress (the federal government). Accept "the U.S. government" / "Congress."

Date: 1903.

Type of source: a **primary source** that is **public domain** (the text of a federal law). Full credit if identified as primary.

Point of view: it is written by the national government, so it frames industry and labor as things to "foster, promote, and develop" — an official, pro-growth vantage point that emphasizes commerce and the economy. Accept any clear one-sentence note that the creator is the government and that this shapes its emphasis.

5 Cause-and-effect chain (from Source A).

Causes (any two): abundant natural resources (coal, iron, oil, timber, water power); a national railroad network; new technology/machines (e.g., Bessemer steel); a large supply of workers (farm migrants + immigrants); investment capital.

Effects (any two): factory work with long hours / low pay / unsafe conditions and division of labor; rapid growth of cities (urbanization); large-scale immigration filling industrial jobs; the rise of labor unions and reform laws.

Any two valid causes and two valid effects earn full credit.

6 Trace one complete cause → industrialization → effect chain.

Model: "Railroads (cause) connected the country into one market, so factories could get raw materials cheaply and ship goods far, which helped industry grow. As factories grew, people moved to cities for jobs, so cities grew quickly (effect on cities)." Award credit for a valid cause, a plausible link to industrial growth, and a named effect on labor, cities, or immigration. See rubric below.

7 Corroborate or contradict (Source A vs. Source B).

Corroborate. Both describe difficult working conditions. Source A says factory work "often meant long hours, low pay, monotonous work, and unsafe conditions"; Source B gives the on-the-floor detail (ten-to-twelve-hour days, machine-set pace, dust and noise, common injuries, whole families working). B illustrates and supports A's summary. Reject "contradict": the two do not disagree. Explanation must cite one detail from each source.

8 Fact (F) / Interpretation (I) / Opinion (O).

a) **F** — checkable in Source A (railroads moved materials and goods).

b) **I** — a reasoned "probably" conclusion linking conditions to union-forming.

c) **O** — a personal judgment ("worst kind of job ever"); cannot be proven.

d) **F** — checkable in the timeline / Source C (~45% urban by 1910).

Fact = checkable; interpretation = reasoned from facts (often "probably/because"); opinion = personal belief or extreme ranking.

9 Evaluate the claim "industrialization was caused only by machines."

Correct: B (No). Source A lists *several* causes working together — natural resources, railroads, technology/machines, a large labor supply, and investment capital. Machines were one factor among many. Reject A (Source A does not say machines were the single cause) and C (machines/technology are mentioned). Explanation must cite one such detail from Source A.

10 **[BLOCK]** Read the data source (Source C).

Trend: the urban share rose steadily — about 25% (1 in 4) in 1870, about 35% in 1890, about 45% (nearly half) in 1910; i.e., a roughly steady, sharp increase.

Link to industrialization: factories clustered in cities, so people moved toward the jobs (Source A), which raised the share of Americans living in cities. Accept any clear one-sentence connection between factory jobs and urban growth.

Explain CER (Q11) ~2–3 min

11 Which effect of industrialization was most significant? (argument)

Open argument — no single correct effect. A strong response names one effect (labor, cities, or immigration), backs it with two accurate pieces of evidence, and reasons clearly.

Sample (labor): "The most significant effect was on **labor**. Evidence: Source B describes ten-to-twelve-hour

days and common injuries; Source A and the 1886 timeline event show workers responding by forming unions like the AFL. Reasoning: because working conditions drove people to organize and eventually win reform laws (e.g., after the 1911 fire), the change in labor reshaped American life and law."

Sample (cities): could cite Source C's rise to ~45% urban by 1910 plus Source A's point that factories drew people to cities. Sample (immigration): could cite the 1892–1900s peak-immigration timeline event plus Source A's note that immigrants filled industrial jobs.

Defensible alternates: any of the three effects is acceptable if supported by two on-topic pieces of evidence and sound reasoning. Do *not* reward a claim that names a *cause* (e.g., railroads) as an "effect," or that uses no packet evidence.

[BLOCK] extended writing: full block credit requires (1) a second, distinct source or timeline event used as evidence, and (2) a genuine counter-consideration — naming why another effect could be judged most significant — followed by a reasoned defense or revision of the original claim.

CER scoring rubric (3 points)

Score	Claim	Evidence	Reasoning
3	Names one effect (labor, cities, or immigration) as most significant, clearly stated.	Two accurate, relevant pieces from the sources or timeline.	Explains why the evidence makes that effect significant; historically sound and on-topic. (Block: adds a 2nd source + a fair counter-consideration.)
2	Effect named, mostly clear.	One solid piece, or two with a minor error.	Some correct linkage but incomplete or a small misconception.
1	Vague, or names a cause instead of an effect.	Evidence weak, off-topic, or not from the packet.	Little or flawed reasoning; no clear tie between evidence and claim.
0	No/incorrect claim.	No evidence.	No reasoning.

Close ACE ~1 min

ACE Articulate / Connect / Extend.

Articulate: accept any accurate plain-language definition (e.g., "industrialization was the shift from making goods by hand to making them by machine in large factories, which changed work, cities, and immigration").

Connect: the cited items must actually be a cause and an effect — e.g., *cause*: 1869 railroad or 1870s cheap steel; *effect*: 1910 urban ~45%, 1886 AFL founded, or 1911 safety laws. Grade whether the pairing is correctly labeled.

Extend: any reasonable modern product or job tied to factory/machine production with a sensible reason. More than one answer is defensible; grade the reasoning.

Continue Early finisher (optional)

EF Match a reform to a problem, and why.

Accept any defensible pairing supported by a detail: e.g., **unsafe conditions** → **safety laws** (the 1911 fire prompted such laws); **long hours / low pay** → **labor unions** (workers organized to bargain for shorter hours and better pay); **child labor** → **laws limiting child labor**. Grade the reasoning and the use of a source/timeline detail, not the specific choice.

Watch Common misconceptions

- **Cause vs. effect.** Railroads, resources, technology, workers, and capital are *causes* of industrialization; urbanization, changed labor, immigration patterns, and reforms are *effects*. Q5, Q6, and the ACE Connect target this; watch for students labeling a cause as an effect in Q11.
- **"One cause" thinking (Q9).** Industrialization had *multiple, combined* causes. Students often over-credit machines alone; Source A names five forces.
- **Treating Sources B and C as real data/quotes.** Source B is an original summary of typical conditions (not a genuine quotation), and Source C's percentages are rounded, illustrative figures reflecting a documented trend — the packet says so. The 1903 excerpt in Q1 is a genuine public-domain primary source.
- **Corroborate vs. contradict (Q7).** A detailed example that *supports* a general statement corroborates it; it does not contradict it. B illustrates A.
- **Fact vs. interpretation vs. opinion (Q8).** A "probably...because" motive statement is an interpretation; an extreme ranking ("worst job ever") is an opinion.
- **Non-partisan framing.** Keep discussion on what the evidence shows about the period; avoid praising or condemning; note that reform came "unevenly and slowly."

Teacher follow-up based on likely errors

If many students confuse causes with effects (Q5, Q6, Q11), do a quick "cause or effect?" sort with a few statements from Source A. If Q8 reveals fact/interpretation/opinion confusion, re-anchor with the Word Bank definitions and a few examples. If the CER (Q11) evidence is thin, model naming a specific source detail or timeline event and tying it to the chosen effect. The highest-value idea to revisit is that industrialization had *multiple causes* that produced *multiple, connected effects* on labor, cities, and immigration — and that reform was a response to those effects.

HS_USH_Industrialization_01 — Industrialization and Its Effects Teacher Answer Key