



CHAPTER 9

**The Progressive Era
1890–1920**

CHAPTER 10

**America Claims an
Empire
1890–1920**

CHAPTER 11

**The First World War
1914–1920****Previewing the Unit**

Unit 3 describes how the modern United States begins taking shape in the first two decades of the 20th century. Americans embrace the progressive movement, which leads to greater government involvement in many aspects of life. Starting with the move to gain colonies overseas and ending with participation in World War I, America also plays a greater role in world affairs than ever before.

UNIT PROJECT**ERAS AND CHARACTERISTICS WEBPAGE**

Use this project to assess student understanding of TEKS 2A and 2B.

Tips for Teaching

- Explain to students that this unit covers the period from 1890 to 1920. Direct students to pages 194–197 for more information about major historical eras. Have them apply these eras to the content of this unit. Explain that they will create a webpage for each era that applies, in this case, two: “Progressive Era and American Expansionism” and “World War I.”
- Encourage them to review pages 192–193 to learn more about major characteristics of history. Point out that students must determine which of the six major characteristics best apply to each era. Suggest that they focus on two or three per era.

(continued on next page)

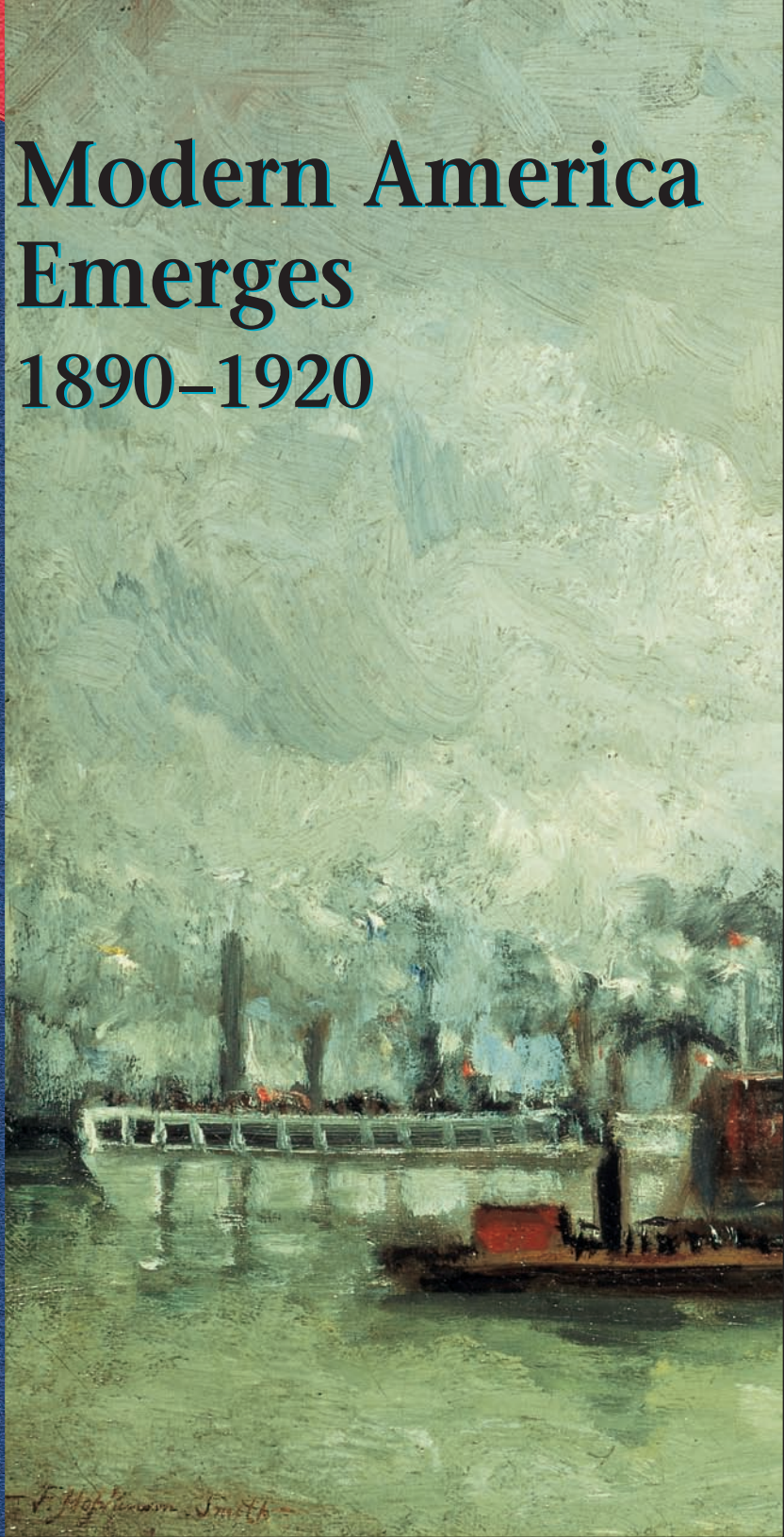
UNIT PROJECT

In this unit, you will read about important changes in the nation and the world that helped the United States to assume a major global role. Use your knowledge of historical eras, the unit’s content, and the major characteristics of history to identify the eras in this unit. Then create a webpage that describes the defining characteristics of each era.

The Statue of Liberty by Francis
Hopkinson Smith

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Modern America Emerges 1890–1920

**MORE ABOUT THE IMAGE**

- The statue was commissioned in 1875 and was intended to be a gift from France for the centennial anniversary of the United States. It was ten years late in arriving.

- President Grover Cleveland accepted the statue on behalf of the American people on October 28, 1886. At the ceremony he said, “We will not forget that liberty has here made her home; nor shall her chosen altar be neglected.”
- The sculptor was Frederic Auguste Bartholdi. The interior structure which supported the copper skin of the statue was designed by Alexandre Gustave Eiffel, the designer of the Eiffel Tower in Paris.

- The statue was completed in France in July 1884 and shipped in pieces to New York. The Statue was deconstructed into 350 individual pieces and delivered in 214 crates.
- The statue is 305’1” from the ground to the tip of the torch. The statue itself is 151’1” from the base to the tip of the torch.



- Have students include an explanation of how each characteristic applies to the era and encourage them to use a variety of primary sources, both textual and visual, to support their conclusions and add interest to their webpages.

Rubric

Students' webpages should . . .

- present information clearly using engaging primary sources
- clearly identify major eras addressed in the unit, with one page for "Progressive Era and American Expansionism" and one page for "World War I"
- clearly identify defining characteristics of each era

HISTORY from VISUALS

Interpreting the Painting

Tell the students that the picture was painted by Francis Hopkinson Smith, an engineer and artist who worked with the firm that built the pedestal for the Statue of Liberty. The official dedication of the statue took place on October 28, 1886. Notice that one of the ships flies the French flag. The statue was a gift to the people of the United States from the people of France in recognition of the friendship established between the countries during the American Revolution.

Ask students what significance the American Revolution had to the history of France. (*The American Revolution was an inspiration to the French, who later started their own revolution.*) What symbolism might the artist be using in the painting? (*The statue is seen emerging out of the fog. Perhaps the artist believed America was emerging into the view of many countries.*)





























Extension Ask students what role images of the Statue of Liberty played in the days following the attack on the World Trade Center.

- The statue weighs in at 62,000 pounds (31 tons) of copper, 250,000 pounds (125 tons) of steel, and 54 million pounds (27,000 tons) of concrete. The copper sheeting is $\frac{3}{32}$ of an inch thick.
- The statue's crown has seven rays representing the seven continents and seven seas of the earth. There are 25 windows in her crown symbolizing gemstones found on earth.

- The tablet which the statue holds in the left hand has an inscription which reads, "July 4, 1776" in Roman numerals.


For additional information on the Statue of Liberty, check the Web site of the Statue of Liberty National Monument and Ellis Island.

The Progressive Era

OVERVIEW	INSTRUCTIONAL RESOURCES	
<p>ESSENTIAL QUESTION</p> <p>How did the progressive movement try to bring about social change?</p> <p> Focus on the Essential Question Podcast</p>	<p> Telescoping the Times</p> <ul style="list-style-type: none"> • Chapter Summary, pp. 17–18 <p> Planning for Block Schedules</p>	<p> Interactive Online Edition</p> <p> ExamView® Assessment Suite (English/Spanish)</p> <p> mySmartPlanner</p> <p> Power Presentations</p> <p> Video: Teddy Roosevelt’s Acts and Legacy</p> <p> hmhsocialstudies.com</p>
<p>SECTION 1</p> <p>The Origins of Progressivism</p> <p>MAIN IDEA Political, economic, and social change in late 19th century America led to broad progressive reforms.</p>	<p> In-Depth Resources: Unit 3</p> <ul style="list-style-type: none"> • Guided Reading, p. 1 • Building Vocabulary, p. 6 • Skillbuilder Practice, p. 7 • Reteaching Activity, p. 8 • Primary Sources, pp. 15–16 • American Lives, p. 22 <p> Lesson Plans, pp. 71–72</p> <p> Guided Reading Workbook, Section 1</p>	<p> Geography Transparencies</p> <ul style="list-style-type: none"> • GT17 Continental United States in 1900 <p> Critical Thinking Transparencies</p> <ul style="list-style-type: none"> • CT17 The Progressive Movement • CT51 Child Labor, 1890–1930
<p>SECTION 2</p> <p>Women in Public Life</p> <p>MAIN IDEA As a result of social and economic change, many women entered public life as workers and reformers.</p>	<p> In-Depth Resources: Unit 3</p> <ul style="list-style-type: none"> • Guided Reading, p. 2 • Reteaching Activity, p. 9 • Primary Sources, pp. 17–18 <p> Lesson Plans, pp. 73–74</p> <p> Guided Reading Workbook, Section 2</p>	
<p>SECTION 3</p> <p>Teddy Roosevelt’s Square Deal</p> <p>MAIN IDEA As president, Theodore Roosevelt worked to give citizens a Square Deal through progressive reforms.</p>	<p> In-Depth Resources: Unit 3</p> <ul style="list-style-type: none"> • Guided Reading, p. 3 • Reteaching Activity, p. 10 • Literature, pp. 19–21 <p> Lesson Plans, pp. 75–76</p> <p> Guided Reading Workbook, Section 3</p>	<p> Video: Teddy Roosevelt vs. Corporate America</p>
<p>SECTION 4</p> <p>Progressivism Under Taft</p> <p>MAIN IDEA Taft’s ambivalent approach to progressive reform led to a split in the Republican Party and the loss of the presidency to the Democrats.</p>	<p> In-Depth Resources: Unit 3</p> <ul style="list-style-type: none"> • Guided Reading, p. 4 • Reteaching Activity, p. 11 <p> Lesson Plans, pp. 77–78</p> <p> Guided Reading Workbook, Section 4</p>	<p> Humanities Transparencies</p> <ul style="list-style-type: none"> • HT36 from “Goodness Gracious, I Must Have Been Dozing”
<p>SECTION 5</p> <p>Wilson’s New Freedom</p> <p>MAIN IDEA Woodrow Wilson established a strong reform agenda as a progressive leader.</p>	<p> In-Depth Resources: Unit 3</p> <ul style="list-style-type: none"> • Guided Reading, p. 5 • Reteaching Activity, p. 12 • Geography Application, pp. 13–14 • American Lives: p. 23 <p> Lesson Plans, pp. 79–80</p> <p> Guided Reading Workbook, Section 5</p>	

ASSESSMENT

SE Chapter Assessment, pp. 338–339

 **Formal Assessment**
• Chapter Tests, Forms A, B, and C, pp. 175–192

 **ExamView® Assessment Suite** (English/Spanish)


 **Integrated Assessment**

 **Strategies for Test Preparation**

 hmhsocialstudies.com **TEST PRACTICE**

SE Section 1 Assessment, p. 312


TE Self-Assessment, p. 312

 **Formal Assessment**
• Section Quiz, p. 170

 **Test Practice Transparencies**, TT62

SE Section 2 Assessment, p. 316


TE Self-Assessment, p. 316

 **Formal Assessment**
• Section Quiz, p. 171

 **Test Practice Transparencies**, TT63

SE Section 3 Assessment, p. 325


TE Self-Assessment, p. 325

 **Formal Assessment**
• Section Quiz, p. 172

 **Test Practice Transparencies**, TT64

SE Section 4 Assessment, p. 331


TE Self-Assessment, p. 331

 **Formal Assessment**
• Section Quiz, p. 173

 **Test Practice Transparencies**, TT65

SE Section 5 Assessment, p. 337

TE Self-Assessment, p. 337

 **Formal Assessment**
• Section Quiz, p. 174

 **Test Practice Transparencies**, TT66


Chart Key:

SE Student Edition

 Block Scheduling

 MP3 Audio

TE Teacher's Edition

 Online-only Resource

 HISTORY®

 Printable Resource

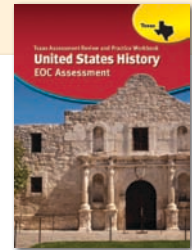
 Presentation Resource

All Program Resources available @  hmhsocialstudies.com

Supporting Resources

Texas Assessment Review and Practice

- End-of-Course Assessment tips and sample tests to prepare students
- Teacher materials with instructional guidelines, digital flash cards, and ExamView® test banks




Social Studies Trade Library Collections

- U.S. History Civil War to Present Trade Collection
- Women in History Trade Collection

Fast Track to a 5


- AP test preparation for U.S. History provides students with test-taking strategies, review, and practice exams.





For more information or to purchase these resources, go to  hmhsocialstudies.com


Differentiated Instruction

ENGLISH LEARNERS


 **Spanish/English Guided Reading Workbook**
Sections 1–5


 **Access for Students Acquiring English/ESL:**
Spanish Translations,
pp. 112–121


 **Modified Lesson Plans for English Learners**

 **Chapter Summaries**
(English/Spanish)


STRUGGLING READERS

 **Guided Reading Workbook**
Sections 1–5

 **Telescoping the Times**
• Chapter Summary,
pp. 17–18

 **Chapter Summaries**
(English/Spanish)

GIFTED AND TALENTED STUDENTS

 **In-Depth Resources: Unit 3**

- Primary Sources, pp. 15–18
- Literature, pp. 19–21
- American Lives: Robert M. La Follette, p. 22
- American Lives: Carrie Chapman Catt, p. 23

Enrichment Activities

SE Student Edition, pp. 304–337

- Interact with History, pp. 304–305
- American Literature, pp. 326–327

CHAPTER 9: PACING GUIDE

BLOCK SCHEDULE LESSON PLAN OPTIONS (90-MINUTE PERIOD)

DAY 1

CHAPTER 9 OPENER pp. 304–305

History from Visuals, p. 304

Class Time 15 minutes

Options for Pacing and Variety

- **Time Saver** Have students study the photograph and the time line. Ask them to explain what event is occurring, who the participants are, and why they are dressed that way.
Class Time 10 minutes

Interact with History, p. 305

Class Time 20 minutes

Options for Pacing and Variety

- **Internet** Ask students to read the sidebar on page 305 and visit hmhsocialstudies.com for more information about reform movements of the Progressive Era. Have them write a few paragraphs on the main question. **Class Time** 15 minutes

SECTION 1 pp. 306–312

Class Time 30 minutes

Options for Pacing and Variety

- **Interact** Have students work in groups to research Florence Kelley's accomplishments and write a paragraph summarizing their findings.
Class Time 30 minutes
- **Peer Teaching** Have student groups research the influence of muckrakers on politics. Have each group share their work with the class.
Class Time 60 minutes

DAY 1 continued

- **Time Saver** Have students read the sidebar on page 311, "History Through Photojournalism," and discuss the SE and the TE questions.
Class Time 10 minutes

SECTION 2 pp. 313–316

Class Time 30 minutes

Options for Pacing and Variety

- **Time Saver** For homework, have students complete the Main Idea questions in the section as they read. Discuss and collect their answers.
Class Time 10 minutes
- **Peer Teaching** Have students work in small groups to complete the Section 2 Assessment. Discuss the answers with each group.
Class Time 15 minutes

DAY 2

SECTION 3 pp. 317–327

Class Time 45 minutes

Options for Pacing and Variety

- **Time Saver** Ask students the questions on Understanding Presidential Succession on TE page 318.
Class Time 10 minutes
- **Internet** Have students read the subheading "Roosevelt and Civil Rights" on page 324. Then have groups do research online or at the library on W.E.B. Du Bois and Booker T. Washington and their different and sometimes antagonistic ideas. Students should summarize their findings or choose one modern example of the legacy of either man to share with the class.
Class Time 30 minutes

SECTION 4 pp. 328–331

Class Time 45 minutes

Options for Pacing and Variety

- **Peer Evaluation** Have students complete the Section 4 Assessment with a partner, and then have partners switch papers with another set of partners and correct the answers as the class discusses them.
Class Time 25 minutes
- **Role-Playing** Have students write a letter to the editor according to the instructions on TE page 329, and have them share their letters either individually with other students or with the class.
Class Time 25 minutes

DAY 2 continued

SECTION 5 pp. 332–337

Class Time 45 minutes

Options for Pacing and Variety

- **Time Saver** For homework, have students answer the Main Idea questions as they read the section. Discuss the answers in class.
Class Time 10 minutes
- **Time Saver** Have students read the sidebar "History Through Architecture" on page 336 and conduct a discussion of the Skillbuilder questions.
Class Time 10 minutes

ASSESSMENT pp. 338–339

Class Time 45 minutes

Options for Pacing and Variety

- **Peer Teaching** Have students work in pairs on the Critical Thinking questions on page 338. Go through the Venn diagram for question 1 with the class.
Class Time 15 minutes
- **Peer Evaluation** Have pairs of students quiz each other on the terms and names and Main Ideas questions for the chapter.
Class Time 20 minutes

TEACHER-TESTED ACTIVITY

SELF-QUIZ ON WOMEN OF THE ERA

Class Time 45 minutes

Task Creating a self-quiz on notable women

Purpose To understand the achievements of women from this era

George Dyche, West Aurora High School, Aurora, Illinois

Supplies Needed

- Paper
- Pen or pencil

Activity Ask students to draw a vertical line to separate the page, leaving one-third of the paper's width on the left. In this third, have them list all of the women included in the chapter. On the right, have them write at least one accomplishment for each woman. Then have students fold their papers on the line so that only one column shows. Have them use either list to quiz themselves.



ELECTRONIC SCRAPBOOK

With the advent of the World Wide Web and multimedia presentation programs, which employ hyperlinks to move from page to page, it has become increasingly common to organize and present information in a non-linear manner. Students can create this type of presentation using a multimedia software program. They can design a primary page that links directly to several other pages with details about the topics introduced on the main page. This project will give them practice not only in designing a multimedia presentation, but also in organizing information in a non-linear manner.

ACTIVITY OUTLINE

Objective Students will create a multimedia scrapbook that illustrates the life of President Theodore Roosevelt and presents evidence for viewing Roosevelt as either a 19th-century imperialist or a 20th century progressive.

Task Have students use the online resources recommended at hmhsocialstudies.com to research the major events in Theodore Roosevelt's life. Then have them combine images and text in a multimedia presentation that offers a dual view of Roosevelt, as both an imperialist and a progressive. Students will conclude with a class vote and discussion on whether Roosevelt was more of a progressive or an imperialist.

Class Time 45 minutes

DIRECTIONS

1. Introduce students to the idea that Theodore Roosevelt's political career bridged the 19th and 20th centuries and had aspects of both imperialism and progressivism.
2. Using the Internet, have students research Roosevelt as both an imperialist and a progressive. Their multimedia presentations will have two main sections, each showing one of these sides of Roosevelt.
3. As they conduct their research, tell students to select photographs, illustrations, or political cartoons that represent imperialist or progressive events in Roosevelt's career. Have students paste the images onto slides for their multimedia program.
4. For each visual, have students compose a title and write a paragraph that explains how the image illustrates an important event in Roosevelt's career. Also, for each photo or illustration, students should try to find an appropriate quotation and incorporate it into the corresponding slide.
5. Based on their research and analysis, ask students if they think Theodore Roosevelt can be described best as a 19th century imperialist or a 20th century progressive. Then take a vote.
6. Lead the class in a discussion on this topic. Have students express their viewpoints and show the class parts of their multimedia presentations to support those viewpoints.
7. **Optional Activity** Have students listen to a recording of Theodore Roosevelt speaking during the 1912 presidential campaign. Before they listen, point out the note on the Web page that says, in this speech, Roosevelt is explaining why political bosses oppose the Progressive Party. After they listen, have students restate Roosevelt's ideas in their own words. They will likely need to listen to the recording several times to understand all of his words.

Introduce the **Essential Question**

- Explain how the progressive movement increased the power of government to bring about reform.
- Describe efforts to regulate business.
- Describe efforts to protect individuals.

HISTORY from VISUALS

Interpreting the Photograph

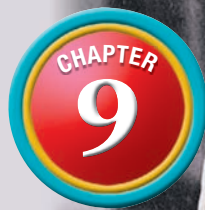
Ask students to study the photograph. Ask them to explain what event is occurring, who the participants are, and why they are dressed the way they are. *(Students should be able to identify it as a parade or a protest march advocating votes for women and should mention that the women were trying to make the march appear patriotic.)*

Extension Ask students to write a lead paragraph for a news story about this march.

Time Line Discussion

Explain to students that the time line covers key events in the United States and the world from the end of the 19th century through the first two decades of the 20th century.

- Ask students to identify W. E. B. Du Bois. *(He cofounded the National Association for the Advancement of Colored People, NAACP.)*
- Ask students what the Nineteenth Amendment did and the year in which it became law. *(It gave women the right to vote; 1920.)*
- Ask students under what circumstances Theodore Roosevelt became president. *(President McKinley was assassinated.)*



THE PROGRESSIVE ERA

Essential Question myNotebook

How did the progressive movement try to bring about social change?



Texas Essential Knowledge and Skills (TEKS)

3C, 5A, 5B, 5C, 9A, 14B, 15B, 15E, 23B, 26A, 26D, 27C, 29G, 30A

SECTION 1: The Origins of Progressivism

Main Idea Political, economic, and social change in late 19th century America led to broad progressive reforms.

SECTION 2: Women in Public Life

Main Idea As a result of social and economic change, many women entered public life as workers and reformers.

SECTION 3: Teddy Roosevelt's Square Deal

Main Idea As president, Theodore Roosevelt worked to give citizens a Square Deal through progressive reforms.

SECTION 4: Progressivism Under Taft

Main Idea Taft's ambivalent approach to progressive reform led to a split in the Republican Party and the loss of the presidency to the Democrats.

SECTION 5: Wilson's New Freedom

Main Idea Woodrow Wilson established a strong reform agenda as a progressive leader.



A 1916 suffrage parade.



1896 William McKinley is elected president.

1900 William McKinley is reelected.

1901 McKinley is assassinated; Theodore Roosevelt becomes president.

1904 Theodore Roosevelt is elected president.

USA
WORLD



1889 Eiffel Tower opens for visitors.

1898 Marie Curie discovers radium.

1899 Boer War in South Africa begins.

1901 Commonwealth of Australia is created.

1890

1900

THEMES IN CHAPTER 9

ECONOMIC OPPORTUNITY

The progressive movement responded to a growing public demand for government to become involved in curbing abuse of workers, especially children. Reformers also wanted changes in business practices that harmed the public.

See Teacher's Edition note, p. 307.

WOMEN AND POLITICAL POWER

Women entered the work force in increasing numbers. Though usually paid less than their male counterparts, women's increasing visibility in the public arena at the beginning of World War I helped spur the movement seeking woman suffrage. Ratification of the Nineteenth Amendment took place in 1920.

See Teacher's Edition note, p. 315.

STATES' RIGHTS

Theodore Roosevelt changed the role of the president by using the White House as a bully pulpit to influence public policy and expanding the responsibilities of the office. His actions shaped what would become the modern presidency.

See Teacher's Edition note, p. 319.

myNotebook

INTERACT
WITH HISTORY

Objectives

- To help students understand the scope of early 20th century reform movements
- To motivate students to connect political and moral reform movements with the expansion of democracy

Explore the Issues

1. Ask students which they think is more effective in changing business—governmental action, fines, or public protests.
2. Have students consider what options citizens have to get government officials to change a policy.
3. Ask students to discuss why grassroots support is important.

TEKS 3C analyze social issues affecting women, minorities, children, immigrants, urbanization . . . **5A** evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments **5B** evaluate the impact of muckrakers and reform leaders . . . **5C** evaluate the impact of third parties, including the . . . Progressive party **9A** trace the historical development of the civil rights movement . . . including the . . . 19th amendment **14B** identify the roles of governmental entities and private citizens in managing the environment . . . **15B** describe the changing relationship between the federal government and private business, including . . . the Pure Food and Drug Act **15E** describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 . . . **23B** evaluate various means of achieving equality of political rights, including the 19th . . . amendment . . . **26A** explain actions taken by people to expand economic opportunities and political rights . . . in American society **26D** identify the political, social, and economic contributions of women . . . to American society **27C** understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor . . . **29G** identify and support with historical evidence a point of view on a social studies issue or event **30A** create written . . . presentations of social studies information

H
HISTORYTeddy Roosevelt's
Acts and Legacy
hmhsocialstudies.com VIDEO
myNotebook
INTERACT
WITH HISTORY

It is the dawn of the 20th century, and the reform movement is growing. Moral reformers are trying to ban alcoholic beverages. Political reformers work toward fair government and business practices. Women fight for equal wages and the right to vote. Throughout society, social and economic issues take center stage. As you read the chapter and explore the issues below, use the annotation tools in your eBook to record your thoughts.

Explore the Issues

- What types of actions might pressure big business to change?
- How can individuals bring about change in their government?
- How might reformers recruit others?

1908 William H. Taft is elected president.

1909 W. E. B. Du Bois helps found the National Association for the Advancement of Colored People (NAACP).



1912 Woodrow Wilson is elected president.

1916 Woodrow Wilson is reelected.

1919 Eighteenth Amendment outlaws alcoholic beverages.

1920 Nineteenth Amendment grants women the right to vote.



1910

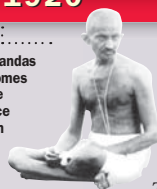
1920

1910 Mexican revolution begins.

1912 China's Qin dynasty topples.

1914 World War I begins in Europe.

1919 Mohandas Gandhi becomes leader of the independence movement in India.



The Progressive Era 305

RECOMMENDED RESOURCES

BOOKS FOR THE TEACHER

Schlereth, Thomas J. *Victorian America: Transformations in Everyday Life, 1876–1915*. New York: Harper Collins, 1991. A useful overview of the period.

Woloch, Nancy. *Women and the American Experience, second edition*. New York: McGraw-Hill, Inc., 1994. An introduction to the history of American women.

BOOKS FOR THE STUDENT

Addams, Jane. *Twenty Years at Hull House*. Urbana: U of Illinois P, 1990. Addams' story of the settlement house; originally published in 1910.

Wilson, Dorothy Clarke. *Bright Eyes: The Story of Susette La Flesche, an Omaha Indian*. New York: McGraw-Hill, 1974. A readable account.

VIDEOS

One Woman, One Vote. Ruth Pollock Educational Film Center. PBS Home Video, 1995. Final drive for woman suffrage.

Theodore Roosevelt: Roughrider to Rushmore. Prod. Arthur Drooker. A&E Home Video, 1996. Life of an energetic president.

SOFTWARE

Her Heritage. CD-ROM. Pilgrim New Media, 1994. From the database of Robert McHenry, editor-in-chief, Encyclopedia Britannica.

INTEGRATED TECHNOLOGY

For teacher support, visit . . .

hmhsocialstudies.com

OBJECTIVES

- 1 Explain the four goals of progressivism.
- 2 Summarize progressive efforts to clean up government.
- 3 Identify progressive efforts to reform state government, protect workers, and reform elections.

TEKS 5A evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments **5B** evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society **27C** understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management


Focus & Motivate


How would you feel if you had to work 10 to 12 hours a day, 6 days a week in a noisy, dangerous factory instead of going to school?

Instruct

Instruct: Objective 1 Four Goals of Progressivism


- What were the four goals of progressivism?
- How did Prohibition fit into the reform movement?


 In-Depth Resources: Unit 3
• Guided Reading, p. 1


 Critical Thinking Transparencies CT17
• The Progressive Movement


 Geography Transparencies GT17
• Continental United States in 1900


PROGRAM RESOURCES

 In-Depth Resources: Unit 3
• Guided Reading, p. 1
• Building Vocabulary, p. 6
• Skillbuilder Practice, p. 7
• Reteaching Activity, p. 8
• Primary Sources, pp. 15–16
• American Lives: Robert M. La Follette, p. 22


 Guided Reading Workbook
• Section 1


 Spanish/English Guided Reading Workbook
• Section 1


 Access for Students Acquiring English/ESL
• Guided Reading (Spanish), p. 114

 Formal Assessment
• Section Quiz, p. 170


INTEGRATED TECHNOLOGY


 Geography Transp. GT17
• Continental United States in 1900


 Critical Thinking Transp. CT17, CT51
• The Progressive Movement
• Child Labor, 1890–1930

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TEST-TAKING RESOURCES


 Strategies for Test Preparation

 Test Practice Transparencies TT62

 Online Test Practice



SECTION 1

 **TEKS 5A, 5B, 27C**

The Origins of Progressivism

MAIN IDEA

Political, economic, and social change in late 19th century America led to broad progressive reforms.

WHY IT MATTERS NOW

Progressive reforms in areas such as labor and voting rights reinforced democratic principles that continue to exist today.

Terms & Names

- progressive movement
- Florence Kelley
- prohibition
- muckraker
- scientific management
- Robert M. La Follette
- initiative
- referendum
- recall
- Seventeenth Amendment

One American's Story

hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about progressive reform organizations.

Camella Teoli was just 12 years old when she began working in a Lawrence, Massachusetts, textile mill to help support her family. Soon after she started, a machine used for twisting cotton into thread tore off part of her scalp. The young Italian immigrant spent seven months in the hospital and was scarred for life.

Three years later, when 20,000 Lawrence mill workers went on strike for higher wages, Camella was selected to testify before a congressional committee investigating labor conditions such as workplace safety and underage workers. When asked why she had gone on strike, Camella answered simply, "Because I didn't get enough to eat at home." She explained how she had gone to work before reaching the legal age of 14.



▲ Mill workers on strike in 1912 in Lawrence, Massachusetts

A PERSONAL VOICE CAMELLA TEOLI

"I used to go to school, and then a man came up to my house and asked my father why I didn't go to work, so my father says I don't know whether she is 13 or 14 years old. So, the man say You give me \$4 and I will make the papers come from the old country [Italy] saying [that] you are 14. So, my father gave him the \$4, and in one month came the papers that I was 14. I went to work, and about two weeks [later] got hurt in my head."

—at congressional hearings, March 1912

After nine weeks of striking, the mill workers won the sympathy of the nation as well as five to ten percent pay raises. Stories like Camella's set off a national investigation of labor conditions, and reformers across the country organized to address the problems of industrialization.

1 Four Goals of Progressivism

At the dawn of the new century, middle-class reformers addressed many of the problems that had contributed to the social upheavals of the 1890s. Journalists and writers exposed the unsafe conditions often faced by factory workers, including

women and children. Intellectuals questioned the dominant role of large corporations in American society. Political reformers struggled to make government more responsive to the people. Together, these reform efforts formed the **progressive movement**, which aimed to restore economic opportunities and correct injustices in American life.

Even though reformers never completely agreed on the problems or the solutions, each of their progressive efforts shared at least one of the following goals:

- protecting social welfare
- promoting moral improvement
- creating economic reform
- fostering efficiency

PROTECTING SOCIAL WELFARE Many social welfare reformers worked to soften some of the harsh conditions of industrialization. The Social Gospel and settlement house movements of the late 1800s, which aimed to help the poor through community centers, churches, and social services, continued during the Progressive Era and inspired even more reform activities.

The Young Men's Christian Association (YMCA), for example, opened libraries, sponsored classes, and built swimming pools and handball courts. The Salvation Army fed poor people in soup kitchens, cared for children in nurseries, and sent "slum brigades" to instruct poor immigrants in middle-class values of hard work and temperance.

In addition, many women were inspired by the settlement houses to take action. **Florence Kelley** became an advocate for improving the lives of women and children. She was appointed chief inspector of factories for Illinois after she had helped to win passage of the Illinois Factory Act in 1893. The act, which prohibited child labor and limited women's working hours, soon became a model for other states.

PROMOTING MORAL IMPROVEMENT Other reformers felt that morality, not the workplace, held the key to improving the lives of poor people. These reformers wanted immigrants and poor city dwellers to uplift themselves by improving their personal behavior. **Prohibition**, the banning of alcoholic beverages, was one such program.

Prohibitionist groups feared that alcohol was undermining American morals. Founded in Cleveland in 1874, the Woman's Christian Temperance Union (WCTU) spearheaded the crusade for prohibition. Members advanced their cause by entering saloons, singing, praying, and urging saloonkeepers to stop selling alcohol. As momentum grew, the Union was transformed by Frances Willard from a small midwestern religious group in 1879 to a national organization. Boasting 245,000 members by 1911, the WCTU became the largest women's group in the nation's history. **A**

WCTU members followed Willard's "do everything" slogan and began opening kindergartens for immigrants, visiting inmates in prisons and asylums, and working for

Vocabulary
temperance: refraining from alcohol consumption

A. Possible Answer Many women believed this was an area in which they could make a difference in society.

MAIN IDEA

Analyzing Motives

A Why did the prohibition movement appeal to so many women?

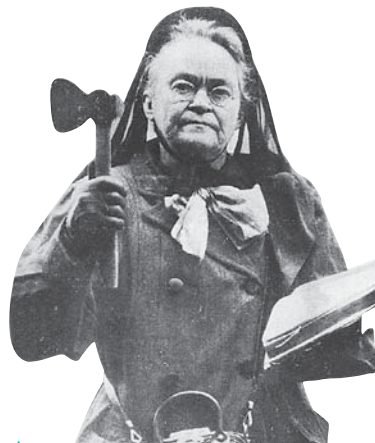
KEY PLAYER



FLORENCE KELLEY
1859–1932

The daughter of an antislavery Republican congressman from Pennsylvania, Florence Kelley became a social reformer whose sympathies lay with the powerless, especially working women and children. During a long career, Kelley pushed the government to solve America's social problems.

In 1899, Kelley became general secretary of the National Consumers' League, where she lobbied to improve factory conditions. "Why," Kelley pointedly asked while campaigning for a federal child-labor law, "are seals, bears, reindeer, fish, wild game in the national parks, buffalo, [and] migratory birds all found suitable for federal protection, but not children?"




A In the 1890s, Carry Nation worked for prohibition by walking into saloons, scolding the customers, and using her hatchet to destroy bottles of liquor.

KEY PLAYER

Florence Kelley

After working at Hull House, Kelley moved to New York and took up residence at the Henry Street Settlement on the Lower East Side. There, she worked closely with its founder, Lillian Wald. Kelley wrote numerous articles and books about child labor and other reform issues. Kelley was instrumental in supporting the landmark labor case *Muller v. Oregon*, which concerned the welfare of women in the workplace. Ask students what they think motivated Kelley to spend her life working for such reform. (*Students should infer that Kelley cared deeply about people and was upset by injustices she witnessed.*)


 Electronic Library of Primary Sources
· On the Need for Child Labor Laws, 1905, by F. Kelley

Tracing Themes

ECONOMIC OPPORTUNITY

Progressivism

Progressivism was not a single movement. Behind the four goals of progressivism can be seen an effort to redress imbalances, or curb excesses, that had arisen in the period of industrial growth and national expansion following the Civil War. A key to the success of progressive reform was the growth of a national media. Publications such as *McClure's Magazine*, and the growth and expansion of newspapers in major cities, allowed for the dissemination of ideas and debate on a national level.


 In-Depth Resources: Unit 3
· Primary Source: Declaration of the WCTU, p. 15

DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS

Differentiating Goals ELPS 4D

Prereading activities such as graphic organizers enhance students' comprehension of written text. Some students might have difficulty understanding and differentiating the four goals of progressivism. Have these students create a chart in which they list examples of each goal, write a brief sentence that defines or explains the goal, and write one or two examples from the text. Encourage students to refer to the list during class discussion of the section.

Goal	Meaning	Example

 Integrated Assessment
· Rubric 2

HISTORICAL SPOTLIGHT

Anti-Saloon League

Help students understand the feminist background to Prohibition by placing the issue in the context of families in which women did not work. In such circumstances, men could put the security of the entire family in jeopardy by abusing alcohol. Ask students the following question: What specific reasons did the league have for advocating a ban on alcohol? (*Among the reasons were religious convictions as well as problem behaviors induced by drinking, including violence, abuse, and job loss.*)

HISTORICAL SPOTLIGHT

ANTI-SALOON LEAGUE

Quietly founded by progressive women in 1895, the Anti-Saloon League called itself “the Church in action against the saloon.” Whereas early temperance efforts had asked individuals to change their ways, the Anti-Saloon League worked to pass laws to force people to change and to punish those who drank.

The Anti-Saloon League endorsed politicians who opposed “Demon Rum,” no matter which party they belonged to or where they stood on other issues. It also organized statewide referendums to ban alcohol. Between 1900 and 1917, voters in nearly half of the states—mostly in the South and the West—prohibited the sale, production, and use of alcohol. Individual towns, city wards, and rural areas also voted themselves “dry.”

suffrage. The WCTU reform activities, like those of the settlement-house movement, provided women with expanded public roles, which they used to justify giving women voting rights.

Sometimes efforts at prohibition led to trouble with immigrant groups. Such was the case with the Anti-Saloon League, founded in 1895. As members sought to close saloons to cure society’s problems, tension arose between them and many immigrants, whose customs often included the consumption of alcohol. Additionally, saloons filled a number of roles within the immigrant community such as cashing paychecks and serving meals.

CREATING ECONOMIC REFORM As moral reformers sought to change individual behavior, a severe economic panic in 1893 prompted some Americans to question the capitalist economic system. As a result, some Americans, especially workers, embraced socialism. Labor leader Eugene V. Debs, who helped organize the American Socialist Party in 1901, commented on the uneven balance among big business, government, and ordinary people under the free-market system of capitalism.

A PERSONAL VOICE EUGENE V. DEBS

“Competition was natural enough at one time, but do you think you are competing today? Many of you think you are competing. Against whom? Against [oil magnate John D.] Rockefeller? About as I would if I had a wheelbarrow and competed with the Santa Fe [railroad] from here to Kansas City.”

—Debs: *His Life, Writings and Speeches*

More About . . .

Eugene V. Debs

Debs was a union organizer who led the Pullman strike of 1894. He was jailed for his actions in the strike. Debs was convicted of contempt of court for violating an injunction under the Sherman Antitrust Act. Debs was among the early founders of the Socialist Party of America. He ran for president five times: in 1900, 1904, 1908, 1912, and 1920. Debs ran his 1920 campaign from prison and received nearly one million votes.

Though most progressives distanced themselves from socialism, they saw the truth of many of Debs’s criticisms. Big business often received favorable treatment from government officials and politicians and could use its economic power to limit competition.

Journalists who wrote about the corrupt side of business and public life in mass circulation magazines during the early 20th century became known as **muckrakers** (mŭk’rāk’r). (The term refers to John Bunyan’s “Pilgrim’s Progress,” in which a character is so busy using a rake to clean up the muck of this world that he does not raise his eyes to heaven.) In her “History of the Standard Oil Company,” a monthly serial in *McClure’s Magazine*, the writer Ida M. Tarbell described the company’s cutthroat methods of eliminating competition. “Mr. Rockefeller has systematically played with loaded dice,” Tarbell charged, “and it is doubtful if there has been a time since 1872 when he has run a race with a competitor and started fair.” **B**

FOSTERING EFFICIENCY Many progressive leaders put their faith in experts and scientific principles to make society and the workplace more efficient. In defending an Oregon law that limited women factory and laundry workers to a ten-hour day, lawyer Louis D. Brandeis paid little attention to legal argument. Instead, he focused on data produced by social scientists documenting the high costs of long working hours for both the individual and society. This type of argument—the “Brandeis brief”—would become a model for later reform litigation.

Within industry, Frederick Winslow Taylor began using time and motion studies to improve efficiency by breaking manufacturing tasks into simpler parts. “Taylorism” became a management fad, as industry reformers applied these **scientific management** studies to see just how quickly each task could be performed.

MAIN IDEA

Evaluating

B What contribution did muckrakers make to the reform movement?

B. Answer Muckrakers exposed the dangers and corruption of industrial life to the public.

ACTIVITY LINK TO LITERATURE

Writers as Muckrakers

Class Time Two class periods

Task Researching the activities of muckrakers and their ability to bring about change

Purpose To deepen understanding of the influence of muckrakers on politics and public policy

Directions Have small groups choose one of the following writers: Lincoln Steffens, Ida Tarbell, Upton Sinclair, or Ray Stannard Baker. Using library and Internet resources, they should find titles of significant books and articles the authors wrote, abuses they attacked, and reforms that resulted from their writing. Have students compile their findings in a chart and share their work with the rest of the class. Interested students might present passages from some of these works to the class.

HISTORY from VISUALS

Ford Factory Workers

Help students understand that the flywheels are on a conveyor belt moving toward the workers. The parts that they use are in the trays underneath the belt. Ask students what the picture reveals about what it was like to work on an assembly line. (*Exhausting, crowded, boring, noisy, tense*)

Workers at the Ford flywheel factory cope with the demanding pace of the assembly line to earn five dollars a day—a good wage in 1914.



However, not all workers could work at the same rate, and although the introduction of the assembly lines did speed up production, the system required people to work like machines. This caused a high worker turnover, often due to injuries suffered by fatigued workers. To keep automobile workers happy and to prevent strikes, Henry Ford reduced the workday to eight hours and paid workers five dollars a day. This incentive attracted thousands of workers, but they exhausted themselves. As one homemaker complained in a letter to Henry Ford in 1914, “That \$5 is a blessing—a bigger one than you know but oh they earn it.”

Such efforts at improving efficiency, an important part of progressivism, targeted not only industry, but government as well. **C**

“Everybody will be able to afford [a car], and about everyone will have one.”

HENRY FORD, 1909

MAIN IDEA

Contrasting

C Contrast the goals of scientific management with other progressive reforms.

C. Answer

Scientific management reformers worked to improve efficiency and productivity, while other reformers aimed at improving behavior or addressing economic inequality.

Cleaning Up Local Government **2**

Cities faced some of the most obvious social problems of the new industrial age. In many large cities, political bosses rewarded their supporters with jobs and kickbacks and openly bought votes with favors and bribes. Efforts to reform city politics stemmed in part from the desire to make government more efficient and more responsive to its constituents. But those efforts also grew from distrust of immigrants’ participation in politics.

REFORMING LOCAL GOVERNMENT Natural disasters sometimes played an important role in prompting reform of city governments. In 1900, a hurricane and tidal wave almost demolished Galveston, Texas. The politicians on the city council botched the huge relief and rebuilding job so badly that the Texas legislature appointed a five-member commission of experts to take over. Each expert took charge of a different city department, and soon Galveston was rebuilt. This success prompted the city to adopt the commission idea as a form of government, and by 1917, 500 cities had followed Galveston’s example.

Another natural disaster—a flood in Dayton, Ohio, in 1913—led to the widespread adoption of the council-manager form of government. Staunton, Virginia, had already pioneered this system, in which people elected a city council to make laws. The council in turn appointed a manager, typically a person with training and experience in public administration, to run the city’s departments. By 1925, managers were administering nearly 250 cities.

The Progressive Era 309

More About . . .

Henry Ford and the Automobile

Ford pioneered the large-scale use of the assembly line. Through efficiency, he reduced the number of hours required for production of the Model T from approximately 12 hours in 1910 to approximately 2 hours in 1913. He also dispensed with consumer choice, joking that buyers can have “any color so long as it’s black.”

Instruct: Objective **2**

Cleaning Up Local Government

- How did natural disasters help launch the movement to reform local government?
- How did reform mayors clean up their local governments?



In-Depth Resources: Unit 3
• Guided Reading, p. 1

ACTIVITY LINK TO ECONOMICS

Stimulating Demand

Class Time One class period

Task Create an advertisement that Henry Ford could have used to sell the Model T

Purpose To sharpen historical perspective and understanding about the movement of the automobile industry to mass production

Directions Henry Ford understood that by paying workers a living wage, he was creating customers. In other words, pay a little more and get a whole lot more in return. Ask students to devise an advertisement that Ford could have used to sell the Model T to his workers. Have students use whatever media and materials are available.



Integrated Assessment
• Rubric 4



BLOCK SCHEDULING

Instruct: Objective 3

Reform at the State Level

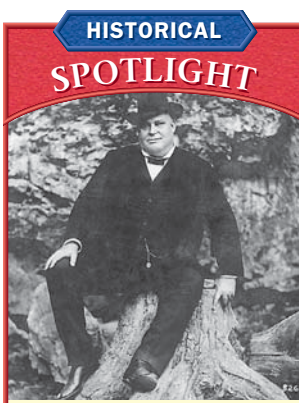
- How did reforms protect children?
- How did reforms change working conditions?
- What kinds of political reforms took place at the state level?

- In-Depth Resources: Unit 3
 - Guided Reading, p. 1
 - Primary Sources: Child Labor in the Coal Mines, p. 16
- Critical Thinking Transparencies CT51
 - Child Labor, 1890–1930

HISTORICAL SPOTLIGHT

James S. Hogg

Hogg saw his job as making war on the unscrupulous businesses that plagued Texas. A popular governor who accomplished a great deal in his first two-year term, Hogg was reelected to office in 1892. Hogg served a total of four years as governor of Texas. Ask students why they think Hogg was a staunch supporter of anti-trust legislation and was influential in the establishment of a railroad commission in Texas.



JAMES S. HOGG, TEXAS GOVERNOR (1891–1895)

Among the most colorful of the reform governors was James S. Hogg of Texas. Hogg helped to drive illegal insurance companies from the state and championed antitrust legislation. His chief interest, however, was in regulating the railroads. He pointed out abuses in rates—noting, for example, that it cost more to ship lumber from East Texas to Dallas than to ship it all the way to Nebraska. A railroad commission, established largely as a result of his efforts, helped increase milling and manufacturing in Texas by lowering freight rates.

More About . . .

Robert M. La Follette

La Follette was one of the giants of the progressive movement. As a governor, he instituted a policy called the “Wisconsin Idea.” He used University of Wisconsin professors as experts in drafting legislation and running governmental commissions. Later, as a U.S. senator, he tackled the power of the big banks. In 1924, he ran for president as the candidate of the Progressive Party.

- In-Depth Resources: Unit 3
 - American Lives: Robert M. La Follette, p. 22

REFORM MAYORS In some cities, mayors such as Hazen Pingree of Detroit, Michigan (1890–1897), and Tom Johnson of Cleveland, Ohio (1901–1909), introduced progressive reforms without changing how government was organized.

Concentrating on economics, Pingree instituted a fairer tax structure, lowered fares for public transportation, rooted out corruption, and set up a system of work relief for the unemployed. Detroit city workers built schools, parks, and a municipal lighting plant.

Johnson was only one of 19 socialist mayors who worked to institute progressive reforms in America’s cities. In general, these mayors focused on dismissing corrupt and greedy private owners of utilities—such as gasworks, waterworks, and transit lines—and converting the utilities to publicly owned enterprises. Johnson believed that citizens should play a more active role in city government. He held meetings in a large circus tent and invited them to question officials about how the city was managed. **D**

3 Reform at the State Level

Local reforms coincided with progressive efforts at the state level. Spurred by progressive governors, many states passed laws to regulate railroads, mines, mills, telephone companies, and other large businesses.

REFORM GOVERNORS Under the progressive Republican leadership of **Robert M. La Follette**, Wisconsin led the way in regulating big business. “Fighting Bob” La Follette served three terms as governor before he entered the U.S. Senate in 1906. He explained that, as governor, he did not mean to “smash corporations, but merely to drive them out of politics, and then to treat them exactly the same as other people are treated.”

La Follette’s major target was the railroad industry. He taxed railroad property at the same rate as other business property, set up a commission to regulate rates, and forbade railroads to issue free passes to state officials. Other reform governors who attacked big business interests included Charles B. Aycock of North Carolina and James S. Hogg of Texas.

PROTECTING WORKING CHILDREN As the number of child workers rose dramatically, reformers worked to protect workers and to end child labor. Businesses hired children because they performed unskilled jobs for lower wages and because children’s small hands made them more adept at handling small parts and tools. Immigrants and rural migrants often sent their children to work because they viewed their children as part of the family economy. Often wages were so low for adults that every family member needed to work to pull the family out of poverty.

In industrial settings, however, children were more prone to accidents caused by fatigue. Many developed serious health problems and suffered from stunted growth. **E**

Formed in 1904, the National Child Labor Committee sent investigators to gather evidence of children working in harsh conditions. They then organized exhibitions with photographs and statistics to dramatize the children’s plight. They were joined by labor union members who argued that child labor lowered wages for all workers. These groups pressured

MAIN IDEA

Summarizing

D How did city government change during the Progressive Era?

D. Answer
The commission system and council-manager system were introduced; some reform mayors made citizens more active in managing cities.

E. Answer
Businesses exploited children, paying them low wages and forcing them to work long hours in dangerous conditions.

MAIN IDEA

Analyzing Causes

E Why did reformers seek to end child labor?

Formulating Historical Questions

Explaining the Skill Asking questions about events and issues helps historians focus their research to find meaningful information and to reach new insights. In examining historical issues, a historian might also ask about the source of the information, the possible causes of the event, and what influence the issue or event had on the future.

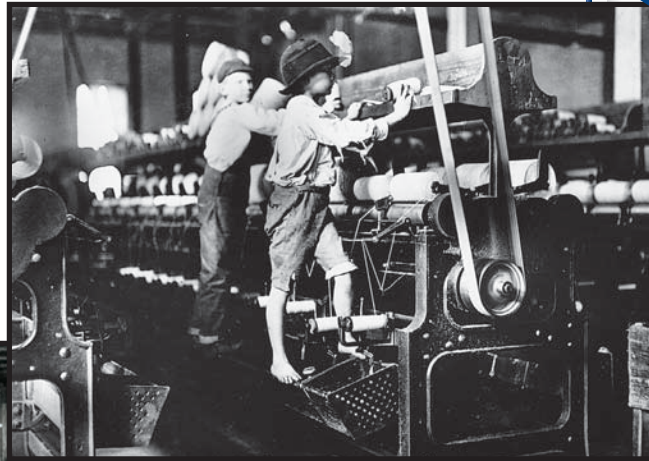
Applying the Skill Review the progressive efforts to end child labor. Ask students why employers used child labor, why families allowed children to work, and why reformers opposed child labor. (*Children worked for lower wages and could work in small places with small tools. Children’s income was needed for the family. Child labor was harmful to children and kept wages low for adults.*)

- In-Depth Resources: Unit 3
 - Skillbuilder Practice, p. 7

History Through **Photojournalism****IMAGES OF CHILD LABOR**

In 1908, Lewis Hine quit his teaching job to document child labor practices. Hine's photographs and descriptions of young laborers—some only three years old—were widely distributed and displayed in exhibits. His compelling images of exploitation helped to convince the public of the need for child labor regulations.

Hine devised a host of clever tactics to gain access to his subjects, such as learning shop managers' schedules and arriving during their lunch breaks. While talking casually with the children, he secretly scribbled notes on paper hidden in his pocket.



Because of their small size, spindle boys and girls (top) were forced to climb atop moving machinery to replace parts. For four-year-old Mary (left), shucking two pots of oysters was a typical day's work.

**SKILLBUILDER** Interpreting Visual Sources

1. Lewis Hine believed in the power of photography to move people to action. What elements of these photographs do you find most striking?
2. Why do you think Hine was a successful photographer?

national politicians to pass the Keating-Owen Act in 1916. The act prohibited the transportation across state lines of goods produced with child labor.

Two years later the Supreme Court declared the act unconstitutional due to interference with states' rights to regulate labor. Reformers did, however, succeed in nearly every state by effecting legislation that banned child labor and set maximum hours.

EFFORTS TO LIMIT WORKING HOURS The Supreme Court sometimes took a more sympathetic view of the plight of workers. In the 1908 case of *Muller v. Oregon*, Louis D. Brandeis—assisted by Florence Kelley and Josephine Goldmark—persuasively argued that poor working women were much more economically insecure than large corporations. Asserting that women required the state's protection against powerful employers, Brandeis convinced the Court to uphold an Oregon law limiting women to a ten-hour workday. Other states responded by enacting or strengthening laws to reduce women's hours of work. A similar Brandeis brief in *Bunting v. Oregon* in 1917 persuaded the Court to uphold a ten-hour workday for men.

Progressives also succeeded in winning workers' compensation to aid the families of workers who were hurt or killed on the job. Beginning with Maryland in 1902, one state after another passed legislation requiring employers to pay benefits in death cases.

History Through **Photojournalism****Interpreting a Photograph**

Ask students what they find unusual about the photograph. (Students should find the sight of children working with factory machinery unusual. They should notice the age of the boys and their bare feet.) Ask what dangers they think the children faced. (Students should realize that the machinery could be dangerous to hands and feet, and that such factories could be dangerous places for children.)

SKILLBUILDER ANSWERS

1. Answers will vary. Most students may refer to the young age of the children pictured and the poor conditions they endured.
2. Students may suggest that Hine's ability to capture candid scenes at close range made his photographs realistic portrayals of daily life.

More About . . .**Louis D. Brandeis**

Brandeis was the son of Czech Jews who immigrated to America in 1849. He was born and raised in Louisville, Kentucky, and later graduated first in his class at Harvard Law School. Known as the "people's attorney," he defended the constitutionality of several state laws prescribing maximum work hours and minimum wages. He also promoted federal antitrust laws in his 1914 book, *Other People's Money, and How the Bankers Use It*, about the control that investment bankers exercised over American industry. In 1916, President Woodrow Wilson appointed Brandeis to the U.S. Supreme Court. He was the first Jewish person to be so honored. In 1948, seven years after his death, Brandeis University was founded and named in his honor.

ACTIVITY COOPERATIVE LEARNING**Child Labor Briefs** ELPS 3E, 3G

Class Time Two class periods

Task Formulating and writing briefs on child labor issues

Purpose To critically evaluate and compare and contrast different issues teenagers need to know about work situations

Directions Divide the class into small groups with a variety of language proficiency levels represented in each. Have each group discuss the needs and

concerns of people under 18 years old who work or who want to work. Have one group use the Internet to find out what the child labor laws in your state are.

Then have each group compare their ideas with the laws on the books. What would they change? What arguments can they create to support the changes? Ask for students who have a part-time job to share their work experiences with the class. Ask them to comment on whether they receive special treatment because of their ages, and whether they feel they are treated fairly. Encourage ELLs to speak and communicate effectively, providing support for errors and mispronunciations.

More About . . .

Reforming Elections

Tell students that before the reforms, many members of the city, county, and sometimes state legislature owed their jobs to their party boss. These local parties were run by political bosses who selected almost all candidates for office. So, when the legislature “voted” on the boss’ candidate for office, that candidate was sure to win. Today, candidates often have to run in a primary. They must gain approval from a majority of voters.

Assess & Reteach

SECTION 1 ASSESSMENT

Have the students work in small groups to answer the questions. Have each group share their answer to question 3 with the class.

Formal Assessment
· Section Quiz, p. 170

SELF-ASSESSMENT

Ask students to write two paragraphs—one summarizing what they learned about reform movements, and a second stating which reforms they found most important.

RETEACH

Have students work in groups to outline one of the three subsections of Section 1. They should use the boldface headings as main ideas and fill in supporting details.

In-Depth Resources: Unit 3
· Reteaching Activity, p. 8

REFORMING ELECTIONS In some cases, ordinary citizens won state reforms. William S. U'Ren prompted his state of Oregon to adopt the secret ballot, the initiative, the referendum, and the recall. The **initiative** allows voters to put a proposed law on the ballot for public approval. Then voters, instead of the legislature, accepted or rejected the initiative by **referendum**, a vote on the initiative. The **recall** enabled voters to remove public officials from elected positions by forcing them to face another election before the end of their term if enough voters asked for it. By 1920, 20 states had adopted at least one of these procedures.

In 1899, Minnesota passed the first mandatory statewide primary system. This enabled voters, instead of political machines, to choose candidates for public office through a special popular election. About two-thirds of the states had adopted some form of direct primary by 1915.

DIRECT ELECTION OF SENATORS It was the success of the direct primary that paved the way for the **Seventeenth Amendment** to the Constitution. Before 1913, each state’s legislature had chosen its own United States senators, which put even more power in the hands of party bosses and wealthy corporation heads. To force senators to be more responsive to the public, progressives pushed for the popular election of senators. At first, the Senate refused to go along with the idea, but gradually more and more states began allowing voters to nominate senatorial candidates in direct primaries. As a result, Congress approved the Seventeenth Amendment in 1912. Its ratification in 1913 made direct election of senators the law of the land. **F**

Each of these measures was designed to make politicians more accountable to voters and to give Americans more of a voice. As a whole, they have become powerful tools with which voters can influence public policy. Additionally, government reform drew increased numbers of women into public life. It also focused renewed attention on the issue of woman suffrage.

F. Answer
Members of the Senate were no longer appointed by state legislatures, over whom special interests had influence. Instead senators were elected by popular vote.

MAIN IDEA

Summarizing
F Summarize the impact of the direct election of senators.



ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- progressive movement
- muckraker
- initiative
- recall
- Florence Kelley
- scientific management
- referendum
- Seventeenth Amendment
- prohibition
- Robert M. La Follette

MAIN IDEA

2. USING YOUR NOTES

Copy the web below on your paper. Fill it in with examples of organizations that worked for reform in the areas named.



Which group was most successful and why?

CRITICAL THINKING

3. FORMING GENERALIZATIONS

In what ways might individuals in this chapter be considered trailblazers in progressive reform? How did their actions impact American society? Support your answers. **Think About:**

- the efforts of those who supported Prohibition
- the leadership of William U'Ren and Robert La Follette
- Florence Kelley’s appointment as chief inspector of factories for Illinois

4. EVALUATING

Evaluate the impact of Progressive era reforms, including initiative, referendum, recall, and the passage of the Seventeenth Amendment.

5. ANALYZING EFFECTS

How were management innovations applied in Progressive era workplaces and how did they impact labor and productivity?



ASSESSMENT Answers

1. TERMS & NAMES

progressive movement, Florence Kelley, prohibition, p. 307; muckraker, scientific management, p. 308; Robert M. La Follette, p. 310; initiative, referendum, recall, Seventeenth Amendment, p. 312

2. USING YOUR NOTES

Social Welfare—YMCA; Salvation Army
Moral—WCTU; Anti-Saloon League
Economic—American Socialist Party;

muckrakers; **Political**—National Child Labor Committee

3. FORMING GENERALIZATIONS

Progressive reformers worked to protect social welfare, promote moral improvement, and create economic reform. Leaders were trailblazers because they were often the first to propose reforms that produced real change.

4. EVALUATING

The reforms led to prohibition of child labor, limited women’s working hours, and regulated big business. Reforms such as initiative, referendum, recall, and the Seventeenth Amendment gave citizens a greater voice in government by granting the power to propose, vote on, and reject laws and elected officials.

5. ANALYZING EFFECTS

Scientific management studies fostered efficiency by breaking assembly line tasks into smaller parts. Workers focused on one job; productivity improved but injuries due to fatigue and speed increased.

Women in Public Life

MAIN IDEA

As a result of social and economic change, many women entered public life as workers and reformers.

WHY IT MATTERS NOW

Women won new opportunities in labor and education that are enjoyed today.

Terms & Names

• NACW • suffrage
• Susan B. Anthony • NAWSA

One American's Story

hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about women and work in the late 1800s.

In 1879, Susette La Flesche, a young Omaha woman, traveled east to translate into English the sad words of Chief Standing Bear, whose Ponca people had been forcibly removed from their homeland in Nebraska. Later, she was invited with Chief Standing Bear to go on a lecture tour to draw attention to the Ponca's situation.

A PERSONAL VOICE SUSETTE LA FLESCHÉ

"We are thinking men and women. . . . We have a right to be heard in whatever concerns us. Your government has driven us hither and thither like cattle. . . . Your government has no right to say to us, Go here, or Go there, and if we show any reluctance, to force us to do its will at the point of the bayonet. . . . Do you wonder that the Indian feels outraged by such treatment and retaliates, although it will end in death to himself?"

—quoted in *Bright Eyes*



Susette La Flesche

La Flesche testified before congressional committees and helped win passage of the Dawes Act of 1887, which allowed individual Native Americans to claim reservation land and citizenship rights. Her activism was an example of a new role for American women, who were expanding their participation in public life.

1 Women in the Work Force

Before the Civil War, married middle-class women were generally expected to devote their time to the care of their homes and families. By the late 19th century, however, only middle-class and upper-class women could afford to do so. Poorer women usually had no choice but to work for wages outside the home.

FARM WOMEN On farms in the South and the Midwest, women's roles had not changed substantially since the previous century. In addition to household tasks such as cooking, making clothes, and laundering, farm women handled a host of other chores such as raising livestock. Often the women had to help plow and plant the fields and harvest the crops.

WOMEN IN INDUSTRY As better-paying opportunities became available in towns, and especially cities, women had new options for finding jobs, even though men's labor unions excluded them from membership. At the turn of the century,

The Progressive Era 313

OBJECTIVES

- 1 Describe the growing presence of women in the workforce at the turn of the 20th century.
- 2 Identify leaders of the woman suffrage movement.
- 3 Explain how woman suffrage was achieved.

TEKS 3C analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists 5A evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments 5B evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society 26A explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society 26D identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society

Focus & Motivate

Ask students whether they think boys and girls have the same opportunities. Do they think men and women should have equal rights in public life? Would they vote for a woman for president?

Instruct

Instruct: Objective 1

Women in the Work Force

- What kind of work was available to American women before the Civil War?
- How did women's pay compare with men's pay in factories?
- Why did women take white-collar jobs?

In-Depth Resources: Unit 3
• Guided Reading, p. 2

PROGRAM RESOURCES

- In-Depth Resources: Unit 3
 - Guided Reading, p. 2
 - Reteaching Activity, p. 9
 - Primary Sources: Political Poster, p. 17; from "The Status of Woman" by Susan B. Anthony, p. 18
- Guided Reading Workbook
 - Section 2

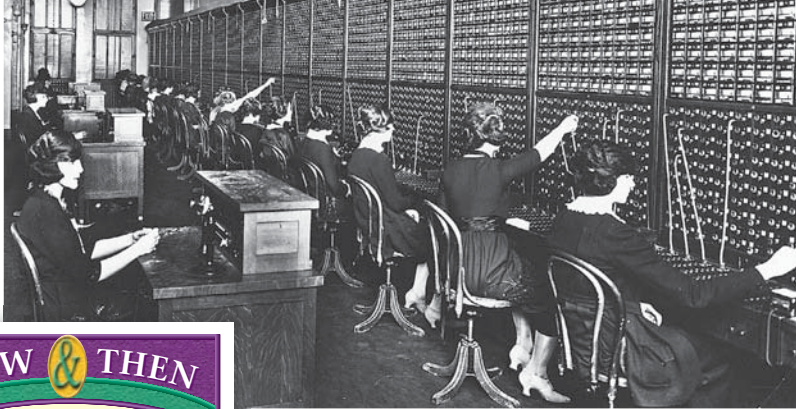
- Spanish/English Guided Reading Workbook
 - Section 2
- Access for Students Acquiring English/ESL
 - Guided Reading (Spanish), p. 115
- Formal Assessment
 - Section Quiz, p. 171

INTEGRATED TECHNOLOGY

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TEST-TAKING RESOURCES

- Strategies for Test Preparation
- Test Practice Transparencies TT63
- Online Test Practice



Telephone operators manually connect phone calls in 1915.

NOW & THEN

Telephone Operators

Making Inferences Ask students to research the issue of gender pay inequity. Are women still paid less than men? What reasons might there be for pay differences?

NOW & THEN

TELEPHONE OPERATORS

Today, when Americans use the telephone, an automated voice often greets them with instructions about which buttons to press. In the 19th century, every telephone call had to be handled by a telephone operator, a person who connected wires through a switchboard.

Young men, the first telephone operators, proved unsatisfactory. Patrons complained that the male operators used profane language and talked back to callers. Women soon largely replaced men as telephone operators, and were willing to accept the ten-dollar weekly wage.

Department stores advertised shopping by telephone as a convenience. One ad in the Chicago telephone book of 1904 declared, "Every [telephone] order, inquiry, or request will be quickly and intelligently cared for." The ad pictured a line of female telephone operators.

Instruct: Objective 2
Women Lead Reform

- How did the opening of women's colleges help create new opportunities for women?
- Why were there women leaders in the movements to reform social welfare, public morals, and race relations?
- How did Susan B. Anthony help the cause of women?

In-Depth Resources: Unit 3
 • Guided Reading p. 2
 • Primary Sources: Political Poster, p. 17; from "The Status of Woman" by Susan B. Anthony, p. 18

one out of five American women held jobs; 25 percent of them worked in manufacturing.

The garment trade claimed about half of all women industrial workers. They typically held the least skilled positions, however, and received only about half as much money as their male counterparts or less. Many of these women were single and were assumed to be supporting only themselves, while men were assumed to be supporting families.

Women also began to fill new jobs in offices, stores, and classrooms. These jobs required a high school education, and by 1890, women high school graduates outnumbered men. Moreover, new business schools were preparing bookkeepers and stenographers, as well as training female typists to operate the new machines. **A**

DOMESTIC WORKERS Many women without formal education or industrial skills contributed to the economic survival of their families by doing domestic work, such as cleaning for other families. After almost 2 million African-American women were freed from slavery, poverty quickly drove nearly half of them into the work force. They worked on farms and as domestic workers, and migrated by the thousands to big cities for jobs as cooks, laundresses, scrub-women, and maids. Altogether, roughly 70 percent of women employed in 1870 were servants.

Unmarried immigrant women also did domestic labor, especially when they first arrived in the United States. Many married immigrant women contributed to the family income by taking in piecemeal or caring for boarders at home.

MAIN IDEA

Analyzing Causes

A What kinds of job opportunities prompted more women to complete high school?

A. Answer White-collar positions as stenographers, typists, and teachers.

2 Women Lead Reform

Dangerous conditions, low wages, and long hours led many female industrial workers to push for reforms. Their ranks grew after 146 workers, mostly Jewish and Italian immigrant girls, died in a 1911 fire in the Triangle Shirtwaist Factory in New York City. Middle- and upper-class women also entered the public sphere. By 1910, women's clubs, at which these women discussed art or literature, were nearly half a million strong. These clubs sometimes grew into reform groups that addressed issues such as temperance or child labor.

WOMEN IN HIGHER EDUCATION Many of the women who became active in public life in the late 19th century had attended the new women's colleges. Vassar

DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS

Charting Events **ELPS** 4D

Help students follow the development of the woman suffrage movement. For pre-reading support, have them create a chart with two columns. They should label the narrow left-hand column, *Date*, and the wider right-hand column, *Event*. For the first date and event, have students write in 1848 and *First women's rights convention in Seneca Falls, NY*. Help students fill in the chart with the most important events as they read.

Date	Event
1848	First women's rights convention in Seneca Falls, NY

College—with a faculty of 8 men and 22 women—accepted its first students in 1865. Smith and Wellesley Colleges followed in 1875. Though Columbia, Brown, and Harvard Colleges refused to admit women, each university established a separate college for women.

Although women were still expected to fulfill traditional domestic roles, women's colleges sought to grant women an excellent education. In her will, Smith College's founder, Sophia Smith, made her goals clear.

A PERSONAL VOICE SOPHIA SMITH

“ [It is my desire] to furnish for my own sex means and facilities for education equal to those which are afforded now in our College to young men. . . . It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood & furnish women with means of usefulness, happiness, & honor now withheld from them.”

—quoted in *Alma Mater*

MAIN IDEA

Analyzing Effects

B What social and economic effects did higher education have on women?

B. Answer Women who attended college no longer relied on marriage as their only option; some pursued professional careers, while others did volunteer reform work.

By the late 19th century, marriage was no longer a woman's only alternative. Many women entered the work force or sought higher education. In fact, almost half of college-educated women in the late 19th century never married, retaining their own independence. Many of these educated women began to apply their skills to needed social reforms. **B**

WOMEN AND REFORM Uneducated laborers started efforts to reform workplace health and safety. The participation of educated women often strengthened existing reform groups and provided leadership for new ones. Because women were not allowed to vote or run for office, women reformers strove to improve conditions at work and home. Their “social housekeeping” targeted workplace reform, housing reform, educational improvement, and food and drug laws.

In 1896, African-American women founded the National Association of Colored Women, or **NACW**, by merging two earlier organizations. Josephine Ruffin identified the mission of the African-American women's club movement as “the moral education of the race with which we are identified.” The NACW managed nurseries, reading rooms, and kindergartens.

After the Seneca Falls convention of 1848, women split over the Fourteenth and Fifteenth Amendments, which granted equal rights including the right to vote to African American men, but excluded women. **Susan B. Anthony**, a leading proponent of woman **suffrage**, the right to vote, said “[I] would sooner cut off my right hand than ask the ballot for the black man and not for women.” In 1869 Anthony and Elizabeth Cady Stanton had founded the National Women Suffrage Association (NWSA), which united with another group in 1890 to

Suffragists recruit supporters for a march.



Tracing Themes

WOMEN AND POLITICAL POWER

Women's Colleges and Coeducation

The cause of equal education has made much progress since the pioneering days of Sophia Smith. Women's colleges, such as Radcliffe and Pembroke, have become parts of Harvard and Brown, respectively. Vassar has adopted coeducation. Traditional males-only schools, such as Amherst, Dartmouth, Princeton, and Williams, are now coed. Areas of education that were male-dominated, such as medicine, law, and engineering, now have equal or greater numbers of female students.

HISTORY from VISUALS

Interpreting the Photograph

Remind students that one of the First Amendment freedoms is the freedom of assembly. Peaceful demonstration is one way to bring people's attention to a cause in order to recruit supporters and initiate debate. Help students pay close attention to the details: the matching dresses, the coordinated umbrellas, and the “rain or shine” theme.

ACTIVITY COOPERATIVE LEARNING


Creating Political Placards **ELPS** 3E

Class Time 45 minutes

Task Creating placards or signs that demonstrators in favor of woman suffrage might carry

Purpose To understand the history and goals of the woman suffrage movement

Directions Have groups of students make a list of slogans. Then, have each group make one or two placards that can be displayed at a rally for woman suffrage. They can use the text and other resources, including the Internet, for additional information. Bring the class together for a review of the placards and discussion. Students could also vote on the most effective slogan. ELLs can practice using short phrases to develop vocabulary and communicate ideas for the slogans.

 Integrated Assessment
· Rubric 4

B BLOCK SCHEDULING

KEY PLAYER

Susan B. Anthony

Anthony was reviled and scorned in her early years as a leader of the woman suffrage movement. By the 1890s, she had become a national heroine, welcomed at the World Columbian Exposition in Chicago in 1893 and various other national and international meetings. Ask students how they think Susan B. Anthony felt being treated as a national heroine after years of hostile receptions. *(Students might infer that while cheers are more welcome than boos, Anthony might have still have been frustrated since woman suffrage had not yet been enacted.)*

KEY PLAYER



SUSAN B. ANTHONY
1820–1906

Born to a strict Quaker family, Susan B. Anthony was not allowed to enjoy typical childhood entertainment such as music, games, and toys. Her father insisted on self-discipline, education, and a strong belief system for all of his eight children. At an early age, Anthony developed a positive view of womanhood from a teacher named Mary Perkins who educated the children in their home. After voting illegally in the presidential election of 1872, Anthony was fined \$100 at her trial. “Not a penny shall go to this unjust claim,” she defiantly declared. She never paid the fine.

become the National American Woman Suffrage Association, or **NAWSA**. Other prominent leaders included Lucy Stone and Julia Ward Howe, the author of “The Battle Hymn of the Republic.”

Woman suffrage faced constant opposition. The liquor industry feared that women would vote in support of prohibition, while the textile industry worried that women would vote for restrictions on child labor. Many men simply feared the changing role of women in society.

A THREE-PART STRATEGY FOR SUFFRAGE Suffragist leaders tried three approaches to achieve their objective. First, they tried to convince state legislatures to grant women the right to vote. They achieved a victory in the territory of Wyoming in 1869, and by the 1890s Utah, Colorado, and Idaho had also granted voting rights to women. After 1896, efforts in other states failed.

Second, women pursued court cases to test the Fourteenth Amendment, which declared that states denying their male citizens the right to vote would lose congressional representation. Weren’t women citizens, too? In 1871 and 1872, Susan B. Anthony and other women tested that question by attempting to vote at least 150 times in ten states and the District of Columbia. The Supreme Court ruled in 1875 that women were indeed citizens—but then denied that citizenship automatically conferred the right to vote.

Third, women pushed for a national constitutional amendment to grant women the vote. Stanton succeeded in having the amendment introduced in California, but it was killed later. For the next 41 years, women lobbied to have it reintroduced, only to see it continually voted down. ☹

Before the turn of the century, the campaign for suffrage achieved only modest success. Later, however, women’s reform efforts paid off in improvements in the treatment of workers and in safer food and drug products—all of which President Theodore Roosevelt supported, along with his own plans for reforming business, labor, and the environment.

C. Answer The leaders hoped that by pursuing several strategies they were more likely to achieve their goal.

MAIN IDEA

Making Inferences

☹ Why did suffragist leaders employ a three-part strategy for gaining the right to vote?

Assess & Reteach

SECTION 2 ASSESSMENT

Have gifted students work with less proficient readers to answer the questions in the Section Assessment.

Formal Assessment
· Section Quiz, p. 171

SELF-ASSESSMENT

Have pairs of students use the Main Idea questions to review the main ideas in this section. Students should locate the portion of the text that helps answer each question.

RETEACH

Use the Section Quiz to help students understand the section’s key concepts.

In-Depth Resources: Unit 3
· Reteaching Activity, p. 9

SECTION 2

ASSESSMENT

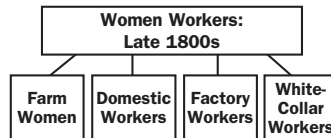
1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- NACW
- Susan B. Anthony
- suffrage
- NAWSA

MAIN IDEA

2. USING YOUR NOTES

In a chart like the one below, fill in details about working women in the late 1800s.



What generalizations can you make about women workers at this time?

CRITICAL THINKING

3. SYNTHESIZING

What women and movements during the Progressive Era helped dispel the stereotype that women were submissive and nonpolitical?

4. EXPLAINING IMPACT

What actions did women take to expand their political rights in American society?

5. ANALYZING ISSUES

Identify the social contributions of women to American society during the Progressive Era. Explain how you might use these to recruit other women to support reform movements. **Think About:**

- the problems that each movement was trying to remedy
- how women benefited from each cause

SECTION 2

ASSESSMENT Answers

1. TERMS & NAMES

NACW, p. 315
Susan B. Anthony, p. 315
suffrage, p. 315
NAWSA, p. 316

2. USING YOUR NOTES

Farm Women—domestic work and farm labor
Domestic Workers—servants, cooks, laundresses, maids; often African Americans or immigrants
Factory Workers—manufacturing, garment trades; often single women
White-collar Workers—stenographers, typists, bookkeepers, teachers; required high school or business degree

3. SYNTHESIZING

Women speaking out on reform subjects, including Susan B. Anthony, Elizabeth Cady Stanton, Lucy Stone, and Julia Ward Howe, and organizations such as NAWSA and the NACW.

4. EXPLAINING IMPACT

Suffragists worked to convince state legislatures to give women the right to vote, began court cases questioning the definition of citizenship in the Fourteenth Amendment, and

pushed to add an amendment to the constitution granting women the right to vote.

5. ANALYZING ISSUES

Women pushed for reforms at home and at work, including child labor, temperance, and workplace health and safety. They might use their successes to recruit other women to their causes and explain how winning the right to vote would give women a voice in governing or how higher education would allow women to secure better jobs.

Teddy Roosevelt's Square Deal

MAIN IDEA

As president, Theodore Roosevelt worked to give citizens a Square Deal through progressive reforms.

WHY IT MATTERS NOW

As part of his Square Deal, Roosevelt's conservation efforts made a permanent impact on environmental resources.

Terms & Names

- Upton Sinclair
- *The Jungle*
- Theodore Roosevelt
- Square Deal
- Meat Inspection Act
- Pure Food and Drug Act
- conservation
- NAACP

One American's Story

hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about Theodore Roosevelt's presidency.

When muckraking journalist **Upton Sinclair** began research for a novel in 1904, his focus was the human condition in the stockyards of Chicago. Sinclair intended his novel to reveal “the breaking of human hearts by a system [that] exploits the labor of men and women for profits.” What most shocked readers in Sinclair's book *The Jungle* (1906), however, was the sickening conditions of the meatpacking industry.

A PERSONAL VOICE UPTON SINCLAIR

“There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption [tuberculosis] germs. There would be meat stored in great piles in rooms; . . . and thousands of rats would race about on it. . . . A man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together.”

—*The Jungle*



Upton Sinclair poses with his son at the time of the writing of *The Jungle*.

President **Theodore Roosevelt**, like many other readers, was nauseated by Sinclair's account. The president invited the author to visit him at the White House, where Roosevelt promised that “the specific evils you point out shall, if their existence be proved, and if I have the power, be eradicated.”

1 A Rough-Riding President

Theodore Roosevelt was not supposed to be president. In 1900, the young governor from New York was urged to run as McKinley's vice-president by the state's political bosses, who found Roosevelt impossible to control. The plot to nominate Roosevelt worked, taking him out of state office. However, as vice-president,

The Progressive Era 317

OBJECTIVES

- 1 Describe the events of Theodore Roosevelt's presidency.
- 2 Explain how Roosevelt used the power of the presidency to regulate business.
- 3 Identify laws passed to protect public health and the environment.
- 4 Summarize Roosevelt's stand on civil rights.

TEKS 5B evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society **14B** identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act **15B** describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act

Focus & Motivate

Ask students what they ate for lunch. Do they know where the food came from? Do they know how it was prepared and packed? Discuss the ways in which we take the quality of our food and water for granted.

Instruct

Instruct: Objective 1

A Rough-Riding President

- How did Theodore Roosevelt become president?
- What did Theodore Roosevelt do that brought him to national prominence?
- How did Roosevelt create the modern presidency?

In-Depth Resources: Unit 3
• Guided Reading, p. 3

PROGRAM RESOURCES

- In-Depth Resources: Unit 3
 - Guided Reading, p. 3
 - Reteaching Activity, p. 10
 - Literature: from *The Jungle* by Upton Sinclair, pp. 19–21
- Guided Reading Workbook
 - Section 3

- Spanish/English Guided Reading Workbook
 - Section 3
- Access for Students Acquiring English/ESL
 - Guided Reading, p. 115
- Formal Assessment
 - Section Quiz, p. 172

INTEGRATED TECHNOLOGY

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TEST-TAKING RESOURCES

- Strategies for Test Preparation
- Test Practice Transparencies TT64
- Online Test Practice

More About . . .

The Rough Riders

The Rough Riders received enormous attention during the Spanish-American War. Cowboys, police officers, miners, and college athletes were among those Roosevelt recruited. Colonel Leonard Wood resigned his post as White House physician to command the Rough Riders. Roosevelt was second-in-command. Although the regiment was a cavalry unit, most of the battles they fought were on foot because their horses were stranded.

More About . . .

Teddy Roosevelt

Roosevelt had six children. In addition to sports, the Roosevelt children played often with their pets: dogs, cats, guinea pigs, horses, and a badger named Josiah. “For unflagging interest and enjoyment, a household of children, if things go reasonably well, certainly makes all other forms of success and achievement lose their importance by comparison,” Roosevelt once remarked.



▲ When the president spared a bear cub on a hunting expedition, a toymaker marketed a popular new product, the teddy bear.

Roosevelt stood a heartbeat away from becoming president. Indeed, President McKinley had served barely six months of his second term before he was assassinated, making Roosevelt the most powerful person in the government.

ROOSEVELT'S RISE Theodore Roosevelt was born into a wealthy New York family in 1858. An asthma sufferer during his childhood, young Teddy drove himself to accomplish demanding physical feats. As a teenager, he mastered marksmanship and horseback riding. At Harvard College, Roosevelt boxed and wrestled.

At an early age, the ambitious Roosevelt became a leader in New York politics. After serving three terms in the New York State Assembly, he became New York City's police commissioner and then assistant secretary of the U.S. Navy. The aspiring politician grabbed national attention, advocating war against Spain in 1898. His volunteer cavalry brigade, the Rough Riders, won public acclaim for its role in the battle at San Juan Hill in Cuba. Roosevelt returned a hero and was soon elected governor of New York and then later won the vice-presidency.

THE MODERN PRESIDENCY When Roosevelt was thrust into the presidency in 1901, he became the youngest president ever at 42 years old. Unlike previous presidents, Roosevelt soon dominated the news with his many exploits. While in office, Roosevelt enjoyed boxing, although one of his opponents blinded him in the left eye. On another day, he galloped 100 miles on horseback, merely to prove the feat possible.

In politics, as in sports, Roosevelt acted boldly, using his personality and popularity to advance his programs. His leadership and publicity campaigns helped create the modern presidency, making him a model by which all future presidents would be measured. Citing federal responsibility for the national welfare, Roosevelt thought the government should assume control whenever states proved incapable of dealing with problems. He explained, “It is the duty of the president to act upon the theory that he is the steward of the people, and . . . to assume that he has the legal right to do whatever the needs of the people demand, unless the Constitution or the laws explicitly forbid him to do it.”

Teddy Roosevelt enjoyed an active lifestyle, as this 1902 photo reveals. ►



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DIFFERENTIATING INSTRUCTION

STUDENTS ACQUIRING ENGLISH/ESL

Understanding Presidential Succession **ELPS** 4C, 4F, 4G

Students may have trouble understanding how a person can become president without being elected to the office. Have the students find the paragraph on page 317 that begins “Theodore Roosevelt was not supposed to be president.” Ask students what the sentence means. To help them understand the rest of paragraph, ask these questions to isolate familiar words and phrases and clarify meaning:

- What job did Theodore Roosevelt have in 1900? (*Governor of New York*)
- Who urged him to run for vice-president and why? (*Political bosses who wanted him out of the way*)

- What does the phrase “a heartbeat away from becoming president” mean? (*If the president dies, the vice-president becomes president.*)
- How did Theodore Roosevelt become president? (*President McKinley was assassinated.*)

Integrated Assessment
· Rubric 2

MAIN IDEA

Synthesizing

A What actions and characteristics of Teddy Roosevelt contributed to his reputation as the first modern president?

Roosevelt saw the presidency as a “bully pulpit,” from which he could influence the news media and shape legislation. If big business victimized workers, then President Roosevelt would see to it that the common people received what he called a **Square Deal**. This term was used to describe the various progressive reforms sponsored by the Roosevelt administration. **A**

Using Federal Power **2**

Roosevelt’s study of history—he published the first of his 44 books at the age of 24—convinced him that modern America required a powerful federal government. “A simple and poor society can exist as a democracy on the basis of sheer individualism,” Roosevelt declared, “but a rich and complex industrial society cannot so exist.” The young president soon met several challenges to his assertion of federal power.

TRUSTBUSTING By 1900, trusts—legal bodies created to hold stock in many companies—controlled about four-fifths of the industries in the United States. Some trusts, like Standard Oil, had earned poor reputations with the public by the use of unfair business practices. Many trusts lowered their prices to drive competitors out of the market and then took advantage of the lack of competition to jack prices up even higher. Although Congress had passed the Sherman Antitrust Act in 1890, the act’s vague language made enforcement difficult. As a result, nearly all the suits filed against the trusts under the Sherman Act were ineffective.


President Roosevelt did not believe that all trusts were harmful, but he sought to curb the actions of those that hurt the public interest. The president concentrated his efforts on filing suits under the Sherman Antitrust Act. In 1902, Roosevelt made newspaper headlines as a trustbuster when he ordered the Justice Department to sue the Northern Securities Company, which had established a monopoly over northwestern railroads. In 1904, the Supreme Court dissolved the company. Although the Roosevelt administration filed 44 antitrust suits, winning a number of them and breaking up some of the trusts, it was unable to slow the merger movement in business.

A. Answer Roosevelt was an active, forceful, and energetic executive; he used his position to shape legislation and influence the media.

Instruct: Objective **2**

Using Federal Power

- How did Roosevelt’s intervention in a coal strike set a precedent for federal arbitration?
- What did Roosevelt do to the trusts and railroads?

 In-Depth Resources: Unit 3
• Guided Reading, p. 3

Tracing Themes

STATES’ RIGHTS

Roosevelt and the Square Deal

The significance of the progressive era is not just the reforms that came into being but the precedent for an activist presidency. Roosevelt took office and, unlike past presidents, set the national agenda. There was little precedent for intervention by federal authorities in domestic affairs. Roosevelt expanded the responsibilities of the presidency as described in the Constitution. For example, Roosevelt established a federal role in arbitrating labor disputes and regulating business.



VIDEO

Teddy Roosevelt vs. Corporate America

hmhsocialstudies.com

Analyzing Political Cartoons

“THE LION-TAMER”

As part of his Square Deal, President Roosevelt aggressively used the Sherman Antitrust Act of 1890 to attack big businesses engaging in unfair practices. His victory over his first target, the Northern Securities Company, earned him a reputation as a hard-hitting trustbuster committed to protecting the public interest. This cartoon shows Roosevelt trying to tame the wild lions that symbolize the great and powerful companies of 1904.

SKILLBUILDER Analyzing Political Cartoons

1. What do the lions stand for?
2. Why are all the lions coming out of a door labeled “Wall St.”?
3. What do you think the cartoonist thinks about trustbusting? Cite details from the cartoon that support your interpretation.



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Analyzing Political Cartoons

SKILLBUILDER ANSWERS

1. The lions represent the powerful businessmen who run the trusts.
2. Wall Street stands for the location of the New York Stock Exchange and the power of big corporations.
3. The positive image of Roosevelt suggests that the cartoonist admires Roosevelt’s efforts at trustbusting. Roosevelt is not afraid. He welcomes the chance to bring over and curb the power of big business.

ACTIVITY COOPERATIVE LEARNING

Creating Political Cartoons **ELPS** 3E

Class Time 45 minutes

Task Creating a page containing four or five political cartoons on a single subject

Purpose To discover how humor and exaggeration can effectively convey political ideas

Directions Divide students into small groups. Have each group select a national political or cultural issue. Tell students to use online resources to find political cartoons on the topic. Each student should download several cartoons. As a whole, the group should select four or five cartoons to mount on posterboard and write a sentence explaining the political idea each one conveys.

More About . . .

1902 Coal Strike

Federal intervention suppressed the Pullman Strike of 1894. In the 1902 coal strike, the coal mine operators were astonished when Roosevelt refused to do their bidding.

1902 COAL STRIKE When 140,000 coal miners in Pennsylvania went on strike and demanded a 20 percent raise, a nine-hour workday, and the right to organize a union, the mine operators refused to bargain. Five months into the strike, coal reserves ran low. Roosevelt, seeing the need to intervene, called both sides to the White House to talk, and eventually settled the strike. Ired by the “extraordinary stupidity and bad temper” of the mine operators, he later confessed that only the dignity of the presidency had kept him from taking one owner “by the seat of the breeches” and tossing him out of the window.

Faced with Roosevelt’s threat to take over the mines, the opposing sides finally agreed to submit their differences to an arbitration commission—a third party that would work with both sides to mediate the dispute. In 1903, the commission issued its compromise settlement. The miners won a 10 percent pay hike and a shorter, nine-hour workday. With this, however, they had to give up their demand for a closed shop—in which all workers must belong to the union—and their right to strike during the next three years.

“In life, as in a football game, the principle . . . is: Hit the line hard.”

THEODORE ROOSEVELT

President Roosevelt’s actions had demonstrated a new principle. From then on, when a strike threatened the public welfare, the federal government was expected to intervene. In addition, Roosevelt’s actions reflected the progressive belief that disputes could be settled in an orderly way with the help of experts, such as those on the arbitration commission. **B**

RAILROAD REGULATION Roosevelt’s real goal was federal regulation. In 1887, Congress had passed the Interstate Commerce Act, which prohibited wealthy railroad owners from colluding to fix high prices by dividing the business in a given area. The Interstate Commerce Commission (ICC) was set up to enforce the new law but had little power. With Roosevelt’s urging, Congress passed the Elkins Act in 1903, which made it illegal for railroad officials to give, and shippers to receive, rebates for using particular railroads. The act also specified that railroads could not change set rates without notifying the public.

The Hepburn Act of 1906 strictly limited the distribution of free railroad passes, a common form of bribery. It also gave the ICC power to set maximum railroad rates. Although Roosevelt had to compromise with conservative senators who opposed the act, its passage boosted the government’s power to regulate the railroads.

B. Answer From that point on, the federal government was expected to play a more active role in settling labor disputes.

MAIN IDEA

Analyzing Effects


B What was significant about the way the 1902 coal strike was settled?

Vocabulary

collude: to act together secretly to achieve an illegal or deceitful purpose

Instruct: Objective 3
Health and the Environment

- What legislation passed during Roosevelt’s presidency protected citizens?
- What did Roosevelt do to protect the environment?

 **In-Depth Resources: Unit 3**
· Guided Reading, p. 3
· Literature: from *The Jungle* by U. Sinclair, pp. 19–21

Health and the Environment

President Roosevelt’s enthusiasm and his considerable skill at compromise led to laws and policies that benefited both public health and the environment. He wrote, “We recognize and are bound to war against the evils of today. The remedies are partly economic and partly spiritual, partly to be obtained by laws, and in greater part to be obtained by individual and associated effort.”

REGULATING FOODS AND DRUGS After reading *The Jungle* by Upton Sinclair, Roosevelt responded to the public’s clamor for action. He appointed a commission of experts to investigate the meatpacking industry. The commission issued a scathing report backing up Sinclair’s account of the disgusting conditions in the industry. True to his word, in 1906 Roosevelt pushed for passage of the **Meat Inspection Act**, which dictated strict cleanliness requirements for meatpackers and created the program of federal meat inspection that was in use until it was replaced by more sophisticated techniques in the 1990s.

The compromise that won the act’s passage, however, left the government paying for the inspections and did not require companies to label their canned goods with date-of-processing information. The compromise also granted meatpackers the right to appeal negative decisions in court.

DIFFERENTIATING INSTRUCTION **GIFTED AND TALENTED STUDENTS**

Books and Public Policy **ELPS** 4G

Have students do research to find out what impact one of the following books had on public opinion and legislation during the *Progressive Era*: *Looking Backward* by Edward Bellamy, *The Octopus* by Frank Norris, *The Shame of the Cities* by Lincoln Steffens, *The Jungle* by Upton Sinclair, or *The History of the Standard Oil Company* by Ida Tarbell. Then they should write a summary outlining the impact of the book.

After students have finished their summaries, use a chart similar to the one below to record the impact of each book.

BOOK	IMPACT
Looking Backward	

Coal Mining in the Early 1900s

Coal played a key role in America's industrial boom around the turn of the century, providing the United States with about 90 percent of its energy. Miners often had to dig for coal hundreds of feet below the earth's surface. The work in these mines was among the hardest and most dangerous in the world. Progressive Era reforms helped improve conditions for miners, as many won wage increases and shorter work hours.

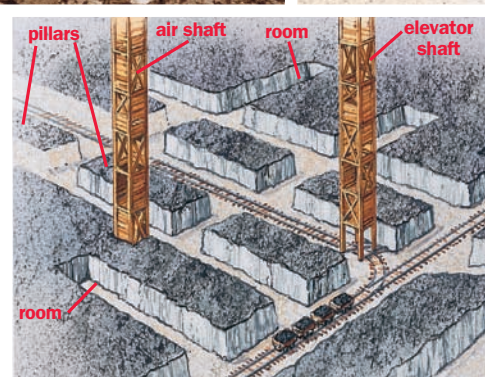
The coal mines employed thousands of children, like this boy pictured in 1909. In 1916, progressives helped secure passage of a child labor law that forbade interstate commerce of goods produced by children under the age of 14. ▶



Most underground mines had two shafts—an elevator shaft (shown here) for transporting workers and coal, and an air shaft for ventilation.



◀ Like these men working in 1908, miners typically spent their days in dark, cramped spaces underground.



Most mines used a room-and-pillar method for extracting coal. This entailed digging out "rooms" of coal off a series of tunnels, leaving enough coal behind to form a pillar that prevented the room from collapsing.

The miners' main tool was the pick. Many also used drilling machines.

Donkeys or mules pulled the coal cars to the elevators, which transported the coal to the surface.

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HISTORY from VISUALS

Analyzing Diagrams

Coal mining was dirty, dangerous work. Men and boys were underground, breathing coal dust and bad air, for 10 to 12 hours a day. During the winter months, miners went to work and returned home in darkness. Ask students to use the diagram to find out how mines used both old and new technology. (Students should understand that the use of rail tracks was new technology, and the donkey pulling the cart was old technology.)

More About . . .

Dangers of Coal Mining

While collapse was a danger for miners, the most feared danger was explosion. Following a fire or explosion, miners would descend into the mines. They carried a canary in a cage down the mineshaft with them. A dead bird meant that the gases were accumulating and it was time to get out.

ACTIVITY LINK TO SCIENCE

Health Hazards of Mining

Class Time One class period

Task Researching the dangers of coal mining

Purpose To understand the dangers faced by coal miners at the start of the 20th century

Directions Have students work in groups to research the causes and symptoms of black lung disease, mine explosions and collapses, and other disasters. Students should assemble three or four basic facts about their topic. Then they should illustrate their information, place it in a chart, and report back to the rest of the class.

Integrated Assessment
· Rubric 1

B BLOCK SCHEDULING

HISTORY from VISUALS

Interpreting the Photograph

Discuss with students why government inspection was necessary to ensure healthy meat. See that they understand the nature of competition that would drive a producer to cut costs to remain competitive. Ask what they can see in the photograph that tells them the law is being enforced. (*The sign for government inspector and the clean smocks and clean equipment*)



Government workers inspect meat as it moves through the packinghouse. ▶

PURE FOOD AND DRUG ACT Before any federal regulations were established for advertising food and drugs, manufacturers had claimed that their products accomplished everything from curing cancer to growing hair. In addition, popular children's medicines often contained opium, cocaine, or alcohol. In response to concerns about these practices as well as the harmful preservatives that manufacturers added to food, Congress passed the **Pure Food and Drug Act** in 1906, which halted the sale of contaminated foods and medicines and called for truth in labeling. Although this act did not ban harmful products outright, its requirement of truthful labels reflected the progressive belief that given accurate information, people would act wisely. ©

Along with the Meat Inspection Act, the Pure Food and Drug Act reflects the continuation of the changing relationship between the federal government and private businesses during this period. This act marks the first general pure food and drug law at the federal level. The government's Bureau of Chemistry, which later became the Food and Drug Administration, took responsibility for enforcement of the law. Unfortunately, enforcement met with mixed results. On the whole, the law helped to protect consumers by improving product standards and reducing confusion about the benefits and dangers of various products. However, some critics point out that the law reduced marketplace competition by forcing out smaller producers. Also, efforts to regulate the patent medicine industry were largely unsuccessful until new legislation was passed in 1938.

CONSERVATION AND NATURAL RESOURCES Before Roosevelt's presidency, the federal government had paid very little attention to the nation's natural resources. In 1872, Yellowstone National Park was established as the country's first national park, and the U.S. Forest Bureau was formed in 1887. The government also set aside 45 million acres of timberlands for a national forest reserve. Despite such measures, the government mostly stood by while private interests gobbled up the shrinking wilderness.

MAIN IDEA

Comparing

© What similarities did the Meat Inspection Act and Pure Food and Drug Act share?

C. *Answer* Both acts created regulations that protected consumers' health.

A typical late-19th-century product advertisement. ▼

HISTORY from VISUALS

Interpreting an Advertisement

Remind students of the two advertising approaches: hard sell and soft sell. Ask students which approach they think this ad typifies. (*Students should see the overabundance of hair and the various product claims as an example of a hard sell.*)



ACTIVITY LINK TO HEALTH

Food and Drugs

Class Time One class period

Task Researching procedures for the safe handling of food and drugs

Purpose To identify the procedures required for the sale of food and drugs

Directions Have students do research on the Internet to find out what procedures are required for the safe handling and sale of food and drugs. They may want to check standard references and interview local merchants as well.

Questions they might ask include:

- What training did you receive in order to work in the food and drug industry?
- What rules and precautions govern your day-to-day work?
- How often is your place of business examined by government inspectors or health department officials?

Students should write up their findings.

In the late 19th century Americans had shortsightedly exploited their natural environment. Pioneer farmers leveled the forests and plowed up the prairies. Ranchers allowed their cattle to overgraze the Great Plains. Coal companies cluttered the land with refuse from mines. Lumber companies ignored the effect of their logging operations on flood control and neglected to plant trees to replace those they had cut down. Cities dumped untreated sewage and industrial wastes into rivers, poisoning the streams and creating health hazards.

CONSERVATION MEASURES Roosevelt condemned the view that America's resources were endless and made conservation a primary concern. John Muir, a naturalist and writer with whom Roosevelt camped in California's Yosemite National Park in 1903, persuaded the president to set aside 148 million acres of forest reserves. Roosevelt also set aside 1.5 million acres of water-power sites and another 80 million acres of land that experts from the U.S. Geological Survey would explore for mineral and water resources. Roosevelt also established more than 50 wildlife sanctuaries and several national parks.

True to the Progressive belief in using experts, in 1905 the president named Gifford Pinchot as head of the U.S. Forest Service. A professional conservationist, Pinchot had administrative skill as well as the latest scientific and technical information. He advised Roosevelt to conserve forest and grazing lands by keeping large tracts of federal land exempt from private sale.

Conservationists like Roosevelt and Pinchot, however, did not share the views of Muir, who advocated complete preservation of the wilderness. Instead, **conservation** to them meant that some wilderness areas would be preserved while others would be developed for the common good. Indeed, Roosevelt's federal water projects transformed some dry wilderness areas to make agriculture possible. Under the National Reclamation Act of 1902, known as the Newlands

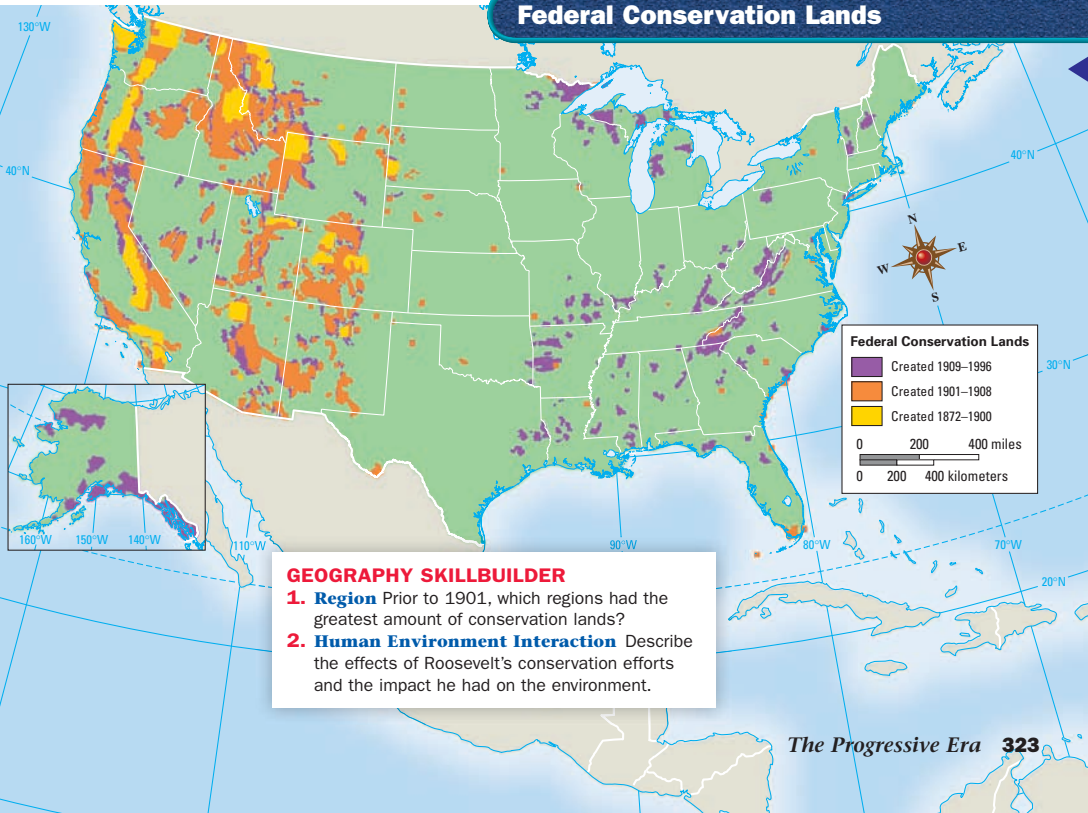
Skillbuilder Answers
 1. The West.
 2. Roosevelt helped establish a strong conservation movement in the United States.

More About . . .

Gifford Pinchot

Pinchot epitomized the Progressive Era. He was a trained forester, having studied at Yale and in several European countries. He and Roosevelt are credited with fashioning a policy that worked for both conservation and business interests. Pinchot continued to serve during the Taft administration. He challenged Richard A. Ballinger, Taft's secretary of the interior, for making decisions that favored business interests at the expense of conservation of natural resources. Pinchot was removed from office by the president for insubordination. He later served two nonconsecutive terms as governor of Pennsylvania.

Federal Conservation Lands



GEOGRAPHY SKILLBUILDER
 1. **Region** Prior to 1901, which regions had the greatest amount of conservation lands?
 2. **Human Environment Interaction** Describe the effects of Roosevelt's conservation efforts and the impact he had on the environment.

HISTORY from VISUALS

Interpreting the Map

Ask students to study the map to determine in which time period the greatest share of lands were acquired. Ask students why they think the lands were added at that time.

DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS

Clarifying Ideas ELPS 1C, 4D

To help students compare the differing positions of Muir, Roosevelt and Pinchot, and the business interests, have them make a chart similar to the one at right before they read. Label the top line *Land Policy*. Down the left side, list three entries: *John Muir*, *Roosevelt & Pinchot*, and *Business*. After they read, have students use the graphic organizer to fill in the positions held by the three entries as they read the sections "Conservation and Natural Resources" and "Conservation Measures."

	Land Policy
John Muir	
Roosevelt & Pinchot	
Business	

HISTORICAL SPOTLIGHT


Yosemite National Park

The Yosemite Valley was originally home to the southern Miwok Indians. Yosemite was designated a World Heritage Site by the United Nations Educational, Scientific and Cultural Organization in 1984. Tell students that in the midst of the natural splendor of the Yosemite Valley there are traffic jams into and out of the park in the summer months. Ask them what they think about traffic jams in the wilderness. *(Students should note the irony of so many people wanting to see Yosemite's natural beauty that they cause traffic jams in a wilderness area.)*

Instruct: Objective 4

Roosevelt and Civil Rights

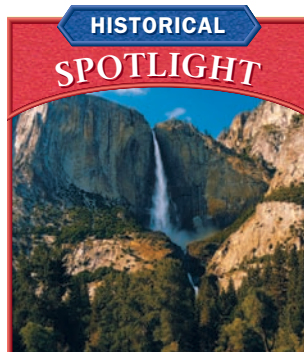
- Who was Booker T. Washington?
- Who was W. E. B. Du Bois, and what famous civil rights organization did he help found?

 In-Depth Resources: Unit 3
• Guided Reading, p. 3

More About . . .

Booker T. Washington

Washington (1856–1915) was born in Virginia, the son of a slave. He grew up to become a successful educator and spokesman for African Americans. Washington advocated self-improvement. In 1895, he gave a speech in which he urged African Americans to accept their status under Jim Crow laws and to work to improve themselves through vocational training and economic self-reliance. The speech made Washington popular among whites, but Du Bois and other black leaders disagreed with Washington's apparent acceptance of segregation.



YOSEMITE NATIONAL PARK

The naturalist John Muir visited the Yosemite region of central California in 1868 and made it his home base for a period of six years while he traveled throughout the West.

Muir was the first to suggest that Yosemite's spectacular land formations had been shaped by glaciers. Today the park's impressive cliffs, waterfalls, lakes, and meadows draw sports enthusiasts and tourists in all seasons.

Act, money from the sale of public lands in the West funded large-scale irrigation projects, such as the Roosevelt Dam in Arizona and the Shoshone Dam in Wyoming. The Newlands Act established the precedent that the federal government would manage the precious water resources of the West. **D**

Roosevelt and Civil Rights 4

Roosevelt's concern for the land and its inhabitants was not matched in the area of civil rights. Though Roosevelt's father had supported the North, his mother, Martha, may well have been the model for the Southern belle Scarlett O'Hara in Margaret Mitchell's famous novel, *Gone with the Wind*. In almost two terms as president, Roosevelt—like most other progressives—failed to support civil rights for African Americans. He did, however, support a few individual African Americans.

Despite opposition from whites, Roosevelt appointed an African American as head of the Charleston, South Carolina, customs house. In another instance, when some whites in Mississippi refused to accept the black postmistress he had appointed, he chose to close the station rather than give in. In 1906, however, Roosevelt angered many African Americans when he dismissed without question an entire regiment of African-American soldiers accused of conspiracy in protecting others charged with murder in Brownsville, Texas.

As a symbolic gesture, Roosevelt invited Booker T. Washington to dinner at the White House. Washington—head of the Tuskegee Normal and Industrial Institute, an all-black training school—was then the African-American leader most respected by powerful whites. Washington faced opposition, however, from other African



Civil rights leaders gather at the 1905 Niagara Falls conference. ▶

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MAIN IDEA

Summarizing

D Summarize Roosevelt's approach to environmental problems.

D. Answer Roosevelt worked for conservation, preserving some resources but allowing some to be used, too.

DIFFERENTIATING INSTRUCTION

GIFTED AND TALENTED STUDENTS

Judging the Past with Contemporary Values

Historians and students of history are faced with the challenge of determining cultural context. Particular past events may not adhere to our current value system. Examining race relations in the United States often presents such a dilemma. An action that may have been progressive for its time (for example, Washington's invitation to the White House) may seem regressive by contemporary standards. Ask students to work in groups to consider this dilemma and to propose some standards for viewing the history of race relations in the United States.

Vocabulary accommodation: adapting or making adjustments in order to satisfy someone else

Americans, such as W. E. B. Du Bois, for his accommodation of segregationists and for blaming black poverty on blacks and urging them to accept discrimination.

Persistent in his criticism of Washington's ideas, Du Bois renewed his demands for immediate social and economic equality for African Americans. In his 1903 book *The Souls of Black Folk*, Du Bois wrote of his opposition to Washington's position.

A PERSONAL VOICE W. E. B. DU BOIS

“So far as Mr. Washington preaches Thrift, Patience, and Industrial Training for the masses, we must hold up his hands and strive with him. . . . But so far as Mr. Washington apologizes for injustice, North or South, does not rightly value the privilege and duty of voting, belittles the emasculating effects of caste distinctions, and opposes the higher training and ambition of our brighter minds,—so far as he, the South, or the Nation, does this,—we must unceasingly and firmly oppose them.”


—*The Souls of Black Folk*

Du Bois and other advocates of equality for African Americans were deeply upset by the apparent progressive indifference to racial injustice. In 1905 they held a civil rights conference in Niagara Falls, and in 1909 a number of African Americans joined with prominent white reformers in New York to found the **NAACP**—the National Association for the Advancement of Colored People. The NAACP, which had over 6,000 members by 1914, aimed for nothing less than full equality among the races. That goal, however, found little support in the Progressive Movement, which focused on the needs of middle-class whites. The two presidents who followed Roosevelt also did little to advance the goal of racial equality.

Background

The Niagara Movement was comprised of 29 black intellectuals. They met secretly in 1905 to compose a civil rights manifesto.

KEY PLAYER



W. E. B. DU BOIS
1868–1963

In 1909, W. E. B. Du Bois helped to establish the NAACP and entered into the forefront of the early U.S. civil rights movement. However, in the 1920s, he faced a power struggle with the NAACP's executive secretary, Walter White. Ironically, Du Bois had retreated to a position others saw as dangerously close to that of Booker T. Washington. Arguing for a separate economy for African Americans, Du Bois made a distinction, which White rejected, between enforced and voluntary segregation. By mid-century, Du Bois was outside the mainstream of the civil rights movement. His work remained largely ignored until after his death in 1963.

KEY PLAYER


W. E. B. Du Bois

Du Bois, one of the original founders of the NAACP, became concerned that the organization was not doing enough to promote racial equality. Ask students to use their historical perspective and assess the pros and cons of both Washington's and Du Bois' respective approaches to social reform. (*Students should recognize the ways in which Washington's counsel for self-improvement was helpful, and Du Bois' militancy helped further the cause of racial equality for African Americans.*)

Assess & Reteach

SECTION 3 ASSESSMENT

Have the students work in small groups to answer the questions in the Section Review. Have each group share their answers to question 2.


-  Formal Assessment
- Section Quiz, p. 172

SELF-ASSESSMENT

To document what students have learned in Section 3, have them make a list of Theodore Roosevelt's significant accomplishments as president.

RETEACH

Have students work in groups to create an annotated time line showing the events and accomplishments of Theodore Roosevelt's presidency.

-  In-Depth Resources: Unit 3
- Reteaching Activity, p. 10

SECTION 3

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Upton Sinclair
- Theodore Roosevelt
- Meat Inspection Act
- conservation
- *The Jungle*
- Square Deal
- Pure Food and Drug Act
- NAACP

MAIN IDEA

2. USING YOUR NOTES

Create five problem-solution diagrams like the one below to show how the following problems were addressed during Roosevelt's presidency:

(a) 1902 coal strike, (b) Northern Securities Company monopoly, (c) unsafe meat processing, (d) exploitation of the environment, and (e) racial injustice.

Problems	→	Solutions
----------	---	-----------

Write headlines announcing the solutions.

CRITICAL THINKING

3. FORMING GENERALIZATIONS

How do you think the progressive belief in using experts shaped Roosevelt's reforms? **Think About:**

- Roosevelt's use of experts to help him tackle problems
- how experts' findings affected legislative actions

4. IDENTIFYING ROLES

How did the responsibility of managing the environment shift from private citizens to government entities during Roosevelt's presidency?

5. EVALUATING

Describe how the Pure Food and Drug Act reflected the changing relationship between the federal government and private business. What were the costs and the benefits of the act?

6. ANALYZING ISSUES

Why did W. E. B. Du Bois oppose Booker T. Washington's views on racial discrimination?

The Progressive Era 325

Answers ASSESSMENT

1. TERMS & NAMES

Upton Sinclair, *The Jungle*, Theodore Roosevelt, p. 317; Square Deal, p. 319; Meat Inspection Act, p. 320; Pure Food and Drug Act, p. 322; conservation, p. 323; NAACP, p. 325

2. USING YOUR NOTES

(a) federal arbitration, (b) Supreme Court's dissolution of the Northern Securities Company, (c) passage of the

Meat Inspection Act, (d) legislation passed to protect the environment. (e) NAACP—the National Association for the Advancement of Colored People, founded in 1909. Students' headlines will vary.

3. FORMING GENERALIZATIONS

Roosevelt used an arbitration commission to mediate the 1902 coal strike and appointed experts to investi-

gate the meatpacking industry. He consulted experts on issues related to public health and the environment.

4. IDENTIFYING ROLES

The establishment of national parks marked the first time the federal government got involved in promoting conservation and protecting natural resources by setting aside land or developing it for the common good.

5. EVALUATING

The law marked the first general pure food and drug act on a federal level with federal enforcement. It protected consumers but reduced competition.

6. ANALYZING ISSUES

Du Bois viewed Washington as too accommodating of segregationists. Du Bois wanted immediate equality.

The Progressive Era 325

AMERICAN
LITERATURE

OBJECTIVES

- To examine examples of historical primary sources of the Progressive Era
- To compare the way each writer uses detail to make a point

Focus & Motivate

Evaluating Ask students to think of an issue they have read about, or one they would like to see investigated. Discuss how private organizations, businesses, and government agencies have an interest in maintaining a positive public image. Then, discuss how one of the roles of journalists is to investigate and report on what is happening behind the scenes.

More About . . .

Ida M. Tarbell

Tarbell was a pioneering investigative journalist. Investigative reporting was not an occupation women were encouraged to pursue at the turn of the 19th century. But Tarbell, always an independent-minded person, went to the Sorbonne in Paris after graduating from Allegheny College. She began writing for *McClure's Magazine*. Tarbell's articles, which later became a book about John D. Rockefeller's unscrupulous tactics, blew away the smokescreen of respectability from the trusts and changed public opinion. In much the same way, decades later, Bob Woodward and Carl Bernstein would help bring down President Richard Nixon. This was reporting that had immediate and significant historical impact.

AMERICAN LITERATURE (1902–1917)

The Muckrakers

The tradition of the investigative reporter uncovering corruption was established early in the 20th century by the writers known as muckrakers. Coined by President Theodore Roosevelt, the term *muckraker* alludes to the English author John Bunyan's famous 17th-century religious allegory *The Pilgrim's Progress*, which features a character too busy raking up the muck to see a heavenly crown held over him. The originally negative term soon was applied to many writers whose reform efforts Roosevelt himself supported. The muckraking movement spilled over from journalism as writers such as Upton Sinclair made use of the greater dramatic effects of fiction.



IDA M. TARBELL

Ida M. Tarbell's "The History of the Standard Oil Company" exposed the ruthlessness with which John D. Rockefeller had turned his oil business into an all-powerful monopoly. Her writing added force to the trustbusting reforms of the early 20th century. Here Tarbell describes how Standard Oil used lower transportation rates to drive out smaller refineries, such as Hanna, Baslington and Company.

Mr. Hanna had been refining since July, 1869. . . . Some time in February, 1872, the Standard Oil Company asked [for] an interview with him and his associates. They wanted to buy his works, they said. "But we don't want to sell," objected Mr. Hanna. "You can never make any more money, in my judgment," said Mr. Rockefeller. "You can't compete with the Standard. We have all the large refineries now. If you refuse to sell, it will end in your being crushed." Hanna and Baslington were not satisfied. They went to see . . . General Devereux, manager of the Lake Shore road. They were told that the Standard had special rates; that it was useless to try to compete with them. General Devereux explained to the gentlemen that the privileges granted the Standard were the legitimate and necessary advantage of the larger shipper over the smaller. . . . General Devereux says they "recognised the propriety" of his excuse. They certainly recognised its authority. They say that they were satisfied they could no longer get rates to and from Cleveland which would enable them to live, and "reluctantly" sold out. It must have been reluctantly, for they had paid \$75,000 for their works, and had made thirty per cent. a year on an average on their investment, and the Standard appraiser allowed them \$45,000.

—Ida M. Tarbell, "The History of the Standard Oil Company" (1904)

RECOMMENDED RESOURCES

BOOKS

Brady, Kathleen. *Ida Tarbell: Portrait of a Muckraker*. Pittsburgh, Penn.: U of Pittsburgh P, 1989.

Miraldi, Robert, ed., *The Muckrakers: Evangelical Crusaders*. Westport, Conn.: Praeger Publishers, 2000. An anthology of articles by historians and social critics.

Kaplan, Justin. *Lincoln Steffens: A Biography*. New York: Simon and Schuster, 1974.

Steffens, Lincoln. *The Autobiography of Lincoln Steffens*. New York: Harcourt, Brace and Company, 1931.

Weinberg, Arthur and Lila Shaffer, eds. *The Muckrakers*. U of Illinois P, 2001. An anthology of muckraker writings, including Tarbell, Steffens, and Sinclair.

VIDEOS

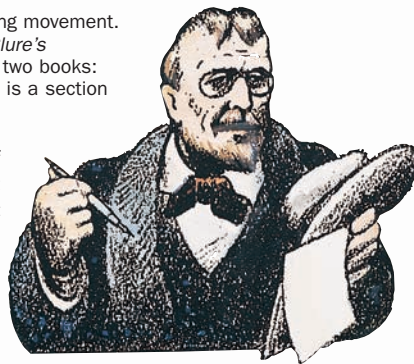
Ida Tarbell: All in the Day's Work. Lisa and Rich Gensheimer, WQLN Public Television of Northwestern Pennsylvania.

LINCOLN STEFFENS

Lincoln Steffens is usually named as a leading figure of the muckraking movement. He published exposés of business and government corruption in *McClure's Magazine* and other magazines. These articles were then collected in two books: *The Shame of the Cities* and *The Struggle for Self-Government*. Below is a section from an article Steffens wrote to expose voter fraud in Philadelphia.

The police are forbidden by law to stand within thirty feet of the polls, but they are at the box and they are there to see that the [Republican political] machine's orders are obeyed and that repeaters whom they help to furnish are permitted to vote without "intimidation" on the names they, the police, have supplied. The editor of an anti-machine paper who was looking about for himself once told me that a ward leader who knew him well asked him into a polling place. "I'll show you how it's done," he said, and he had the repeaters go round and round voting again and again on the names handed them on slips. . . . The business proceeds with very few hitches; there is more jesting than fighting. Violence in the past has had its effect; and is not often necessary nowadays, but if it is needed the police are there to apply it.

—Lincoln Steffens, *The Shame of the Cities* (1904)

**UPTON SINCLAIR**

Upton Sinclair's chief aim in writing *The Jungle* was to expose the shocking conditions that immigrant workers endured. The public, however, reacted even more strongly to the novel's revelations of unsanitary conditions in the meatpacking industry. Serialized in 1905 and published in book form one year later, *The Jungle* prompted a federal investigation that resulted in passage of the Meat Inspection Act in 1906.



Jonas had told them how the meat that was taken out of pickle would often be found sour, and how they would rub it up with [baking] soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. . . .

It was only when the whole ham was spoiled that it came into the department of Elzbieta. Cut up by the two-thousand-revolutions-a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption.

—Upton Sinclair, *The Jungle* (1906)

THINKING CRITICALLY

1. Comparing and Contrasting State the main idea of each of these selections. What role do details play in making the passages convincing?

2.  hmhsocialstudies.com **INTERNET ACTIVITY** 

Visit the links for American Literature: The Muckrakers to learn more about the muckrakers. What topics did they investigate? How did they affect public opinion? What legal changes did they help to bring about? Write a summary of the muckrakers' impact on society.

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Instruct

1. How extensive was corruption in the second half of the 19th century?
2. Why did individuals seem to get lost in the expansion of the country, government, and business?
3. Who were the muckrakers, and why was their work so valuable?

MAKING PERSONAL CONNECTIONS

- Have students talk about investigative reporting, such as the type that uncovered governmental scandals in the late 20th century.
- Ask students if they think that investigative reporters are as needed now as they were in the 19th century.

More About . . .**Lincoln Steffens**

Steffens (1866–1936) was considered a muckraker journalist. He became managing editor of *McClure's Magazine* in 1901. Ida Tarbell, one of the "pioneer muckrakers," wrote for the magazine from 1894–1906. Steffens gradually moved from reform to more radical views. In 1919, he traveled to Russia and returned to pen the famous quote, "I have seen the future; and it works." He then championed many radical causes. The publication of his autobiography in 1931 coincided with a leftist turn in the country and brought him additional popular acclaim.

THINKING CRITICALLY: ANSWERS

- 1. COMPARING AND CONTRASTING** *The History of the Standard Oil Company:* Although Hanna and Baslington did not want to sell their business, they sold out to Standard Oil Company at a huge loss. They would have been crushed if they had not. Details about the sale price helped to convince readers that they had no choice. *The Shame of the Cities:* At the polls, the police actually assist "repeaters," or people who vote more than one time. Details about the ward leader demonstrating the process of illegal voting help to make the idea of political corruption convincing.

- The Jungle:* Even meat that had gone bad was treated chemically or processed so that it could be sold. Details about the ham and sausage, as well as descriptive words such as *moldy*, make the process of treating bad meat more revolting to the reader.
- 2. INTERNET ACTIVITY** The summary should clearly state the impact of muckrakers and give supporting reasons.

OBJECTIVES

- 1 Summarize the events of the Taft presidency.
- 2 Explain the division in the Republican Party.
- 3 Describe the election of 1912.

TEKS 5C evaluate the impact of third parties, including the Populist and Progressive parties

Focus & Motivate


Ask students to remember a time when they had to follow someone who had done a terrific job in class or in a game. Focus on the old saying, "That's a tough act to follow."


Instruct

Instruct: Objective 1


Taft Becomes President


- How did Taft get selected to run for president?
- What did Taft do that angered progressive Republicans?


 In-Depth Resources: Unit 3
• Guided Reading, p. 4


 Humanities Transp. HT36
• "Goodness Gracious, I Must Have Been Dozing"


PROGRAM RESOURCES

 In-Depth Resources: Unit 3
• Guided Reading, p. 4
• Reteaching Activity, p. 11


 Guided Reading Workbook
• Section 4


 Access for Students Acquiring English/ESL
• Guided Reading (Spanish), p. 116

 Spanish/English Guided Reading Workbook
• Section 4




 Formal Assessment
• Section Quiz, p. 173

INTEGRATED TECHNOLOGY

 Humanities Transp. HT36
• "Goodness Gracious, I Must Have Been Dozing"

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TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparencies TT65
-  Online Test Practice

SECTION 4



Progressivism Under Taft

MAIN IDEA

Taft's ambivalent approach to progressive reform led to a split in the Republican Party and the loss of the presidency to the Democrats.

WHY IT MATTERS NOW

Third-party candidates continue to wrestle with how to become viable candidates.

Terms & Names

- Gifford Pinchot
- William Howard Taft
- Payne-Aldrich Tariff
- Bull Moose Party
- Woodrow Wilson

One American's Story



Use the graphic organizer online to take notes about difficulties during Taft's presidency.

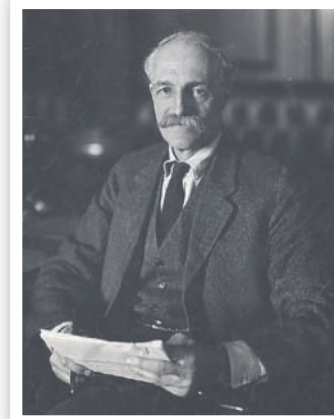
Early in the 20th century, Americans' interest in the preservation of the country's wilderness areas intensified. Writers proclaimed the beauty of the landscape, and new groups like the Girl Scouts gave city children the chance to experience a different environment. The desire for preservation clashed with business interests that favored unrestricted development. **Gifford Pinchot** (pīn'shō'), head of the U.S. Forest Service under President Roosevelt, took a middle ground. He believed that wilderness areas could be scientifically managed to yield public enjoyment while allowing private development.

A PERSONAL VOICE GIFFORD PINCHOT

"The American people have evidently made up their minds that our natural resources must be conserved. That is good. But it settles only half the question. For whose benefit shall they be conserved—for the benefit of the many, or for the use and profit of the few? . . . There is no other question before us that begins to be so important, or that will be so difficult to straddle, as the great question between special interest and equal opportunity, between the privileges of the few and the rights of the many, between government by men for human welfare and government by money for profit."

—The Fight for Conservation

President Roosevelt, a fellow conservationist, favored Pinchot's multi-use land program. However, when he left office in 1909, this approach came under increasing pressure from business people who favored unrestricted commercial development.



▲ Gifford Pinchot

1 Taft Becomes President

After winning the election in 1904, Roosevelt pledged not to run for reelection in 1908. He handpicked his secretary of war, **William Howard Taft**, to run against William Jennings Bryan, who had been nominated by the Democrats for the third time. Under the slogan "Vote for Taft this time, You can vote for Bryan any time," Taft and the Republicans won an easy victory.

TAFT STUMBLES As president, Taft pursued a cautiously progressive agenda, seeking to consolidate rather than to expand Roosevelt's reforms. He received little credit for his accomplishments, however. His legal victories, such as busting 90 trusts in a four-year term, did not bolster his popularity. Indeed, the new president confessed in a letter to Roosevelt that he never felt like the president. "When I am addressed as 'Mr. President,'" Taft wrote, "I turn to see whether you are not at my elbow."

The cautious Taft hesitated to use the presidential bully pulpit to arouse public opinion. Nor could he subdue troublesome members of his own party. Tariffs and conservation posed his first problems.

THE PAYNE-ALDRICH TARIFF Taft had campaigned on a platform of lowering tariffs, a staple of the progressive agenda. When the House passed the Payne Bill, which lowered rates on imported manufactured goods, the Senate proposed an alternative bill, the Aldrich Bill, which made fewer cuts and increased many rates. Amid cries of betrayal from the progressive wing of his party, Taft signed the **Payne-Aldrich Tariff**, a compromise that only moderated the high rates of the Aldrich Bill. This angered progressives who believed Taft had abandoned progressivism. The president made his difficulties worse by clumsily attempting to defend the tariff, calling it "the best [tariff] bill the Republican party ever passed."

DISPUTING PUBLIC LANDS Next, Taft angered conservationists by appointing as his secretary of the interior Richard A. Ballinger, a wealthy lawyer from Seattle. Ballinger, who disapproved of conservationist controls on western lands, removed 1 million acres of forest and mining lands from the reserved list and returned it to the public domain.

When a Department of the Interior official was fired for protesting Ballinger's actions, the fired worker published a muckraking article against Ballinger in *Collier's Weekly* magazine. Pinchot added his voice. In congressional testimony he accused Ballinger of letting commercial interests exploit the natural resources that rightfully belonged to the public. President Taft sided with Ballinger and fired Pinchot from the U.S. Forest Service. **A**

MAIN IDEA

Analyzing Issues

A How did Taft's appointee Richard Ballinger anger conservationists?

A. Answer Ballinger didn't approve of conserving western lands; he permitted the sale of reserved lands to business interests.

The Republican Party Splits **2**

Taft's cautious nature made it impossible for him to hold together the two wings of the Republican Party: progressives who sought change and conservatives who did not. The Republican Party began to fragment.

PROBLEMS WITHIN THE PARTY Republican conservatives and progressives split over Taft's support of the political boss Joseph Cannon, House Speaker from Illinois. A rough-talking, tobacco-chewing politician, "Uncle Joe" often disregarded seniority in filling committee slots. As chairman of the House Rules Committee, which decides what bills Congress considers, Cannon often weak-ened or ignored progressive bills.

Reform-minded Republicans decided that their only alternative was to strip Cannon of his power. With the help of Democrats, they succeeded in March 1910 with a resolution that called for the entire House to elect the Committee on Rules and excluded the Speaker from membership in the committee.

DIFFICULT DECISIONS

CONTROLLING RESOURCES

Historically, conservationists such as Gifford Pinchot have stood for the balanced use of natural resources, preserving some and using others for private industry. Free-market advocates like Richard Ballinger pressed for the private development of wilderness areas. Preservationists such as John Muir advocated preserving all remaining wilderness.

1. Examine the pros and cons of each position. With which do you agree? What factors do you think should influence decisions about America's wilderness areas?
2. If you'd been asked in 1902 to decide whether to develop or preserve America's wilderness areas, what would you have decided? Why?



William
Howard Taft

The Progressive Era 329

DIFFICULT DECISIONS


Controlling Resources

1. Factors may include job loss, health concerns, unknown results affecting the balance of nature, and the threat of extinction to certain species.
2. Some students will indicate that the wilderness should be preserved at all costs. Others may suggest that, in 1902, the need to develop the West may have seemed vital—and, at the time, the resources of the West may have seemed inexhaustible.

Instruct: Objective **2**

The Republican Party Splits

- How did Taft's support of Joe Cannon alienate progressive Republicans?
- How did Roosevelt come to oppose Taft for the presidency in 1912?

 In-Depth Resources: Unit 3
• Guided Reading, p. 4

ACTIVITY LINK TO LANGUAGE ARTS


Writing a Letter to the Editor

Class Time 20 minutes

Task Writing a letter expressing an opinion

Purpose To express opinions on issues concerning the environment and development

Directions Tell students to put themselves in the role of citizens during the Taft administration. Ask them to write a letter to the editor of a newspaper expressing their opinion on the controversy regarding Secretary of the Interior Richard Ballinger's removal of land from the reserved list and subsequent firing of Gifford Pinchot when he protested. Students could share their letters.

 Integrated Assessment
• Rubric 5

BLOCK SCHEDULING

KEY PLAYER


William Howard Taft

Taft had a significant career after serving as president. He taught constitutional law at Yale, chaired the National War Labor Board during World War I, and was an outspoken supporter of the League of Nations after the war. In 1921, Taft became Chief Justice of the U.S. Supreme Court. Ask students to think how the job requirements of being president or chief justice differ. (*A president needs to be one of the people, to embody people's hopes and dreams, and to be a strong leader. A chief justice needs to have a judicious and analytical mind.*)


Instruct: Objective 3

Democrats Win in 1912

- Who were the candidates in the 1912 election?
- What event helped Wilson win the election of 1912?

 In-Depth Resources: Unit 3
• Guided Reading, p. 4

KEY PLAYER



WILLIAM HOWARD TAFT
1857–1930

William Howard Taft never wanted to be president. After serving one term, Taft left the White House, which he called “the loneliest place in the world,” and taught constitutional law at Yale for eight years.

In 1921, President Harding named Taft chief justice of the Supreme Court. The man whose family had nicknamed him “Big Lub” called this appointment the highest honor he had ever received. As chief justice, Taft wrote that “in my present life I don’t remember that I ever was President.”

However, Americans remember Taft for, among many other things, initiating in 1910 the popular presidential custom of throwing out the first ball of the major league baseball season.

By the midterm elections of 1910, however, the Republican Party was in shambles, with the progressives on one side and the “old guard” on the other. Voters voiced concern over the rising cost of living, which they blamed on the Payne-Aldrich Tariff. They also believed Taft to be against conservation. When the Republicans lost the election, the Democrats gained control of the House of Representatives for the first time in 18 years.

THE BULL MOOSE PARTY After leaving office, Roosevelt headed to Africa to shoot big game. He returned in 1910 to a hero’s welcome, and responded with a rousing speech proposing a “New Nationalism,” under which the federal government would exert its power for “the welfare of the people.”

By 1912, Roosevelt had decided to run for a third term as president. The primary elections showed that Republicans wanted Roosevelt, but Taft had the advantage of being the incumbent—that is, the holder of the office. At the Republican convention in June 1912, Taft supporters maneuvered to replace Roosevelt delegates with Taft delegates in a number of delegations. Republican progressives refused to vote and formed a new third party, the Progressive Party. They nominated Roosevelt for president.

The Progressive Party became known as the **Bull Moose Party**, after Roosevelt’s boast that he was “as strong as a bull moose.” The party’s platform called for the direct election of senators and the adoption in all states of the initiative, referendum, and recall. It also advocated woman suffrage, workmen’s compensation, an eight-hour workday, a minimum wage for women, a federal law against child labor, and a federal trade commission to regulate business. **B**

The split in the Republican ranks handed the Democrats their first real chance at the White House since the election of Grover Cleveland in 1892. In the 1912 presidential election, they put forward as their candidate a reform governor of New Jersey named **Woodrow Wilson**.

Vocabulary
“old guard”:
conservative
members of a
group

MAIN IDEA

Contrasting

B What were the differences between Taft’s and Roosevelt’s campaign platforms?

B. Answer Roosevelt’s campaign platform was much more progressive. He advocated for change using the government’s power.

3 Democrats Win in 1912

Under Governor Woodrow Wilson’s leadership, the previously conservative New Jersey legislature had passed a host of reform measures. Now, as the Democratic presidential nominee, Wilson endorsed a progressive platform called the New Freedom. It demanded even stronger antitrust legislation, banking reform, and reduced tariffs.

The split between Taft and Roosevelt, former Republican allies, turned nasty during the fall campaign. Taft labeled Roosevelt a “dangerous egotist,” while Roosevelt branded Taft a “fathead” with the brain of a “guinea pig.” Wilson distanced himself, quietly gloating, “Don’t interfere when your enemy is destroying himself.”

The election offered voters several choices: Wilson’s New Freedom, Taft’s conservatism, Roosevelt’s progressivism, or the Socialist Party policies of Eugene V. Debs. Both Roosevelt and Wilson supported a stronger government role in economic affairs but differed over strategies. Roosevelt supported government action to supervise big business but did not oppose all business monopolies, while Debs

ACTIVITY LINK TO GOVERNMENT


Researching Third Parties **ELPS** 3E, 3H

Class Time One class period

Task Researching the influence of third parties in presidential elections

Purpose To determine the effect of third parties in presidential elections

Directions Divide students into small groups to research the elections of 1992 and 2000. Have students who study the 1992 election focus on the platform and influence of Ross Perot. Have students who study the 2000 election focus on Green Party candidate Ralph Nader and his influence on the outcome of the election. Then conduct a class discussion on the role of third parties in presidential elections.

 Integrated Assessment
• Rubric 1

OBJECTIVES

- 1 Describe Woodrow Wilson's background and the progressive reforms of his presidency.
- 2 List the steps leading to woman suffrage.
- 3 Explain the limits of Wilson's progressivism.

TEKS 5A evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments **9A** trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments **15B** describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act **15E** describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money **23B** evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924

Focus & Motivate


Ask students if it is an advantage, when it comes to politics, to have “the courage of your convictions,” or if it is better to be flexible and able to compromise. Tell students they are going to read about a president whose strength was the courage of his convictions, but who lacked the ability to compromise.


Instruct

Instruct: Objective 1

Wilson Wins Financial Reforms

- What legislation did Wilson use to attack trusts and monopolies?
- How were the lowering of the tariff and the introduction of the income tax related?
- How did Wilson reform banking?

-  **In-Depth Resources: Unit 3**
- Guided Reading, p. 5
 - Geography Application, pp. 13–14
 - American Lives: Carrie Chapman Catt, p. 23

 **TEKS 5A, 9A, 15B, 15E, 23B**

SECTION 5

Wilson's New Freedom

MAIN IDEA

Woodrow Wilson established a strong reform agenda as a progressive leader.

WHY IT MATTERS NOW

The passage of the Nineteenth Amendment during Wilson's administration granted women the right to vote.

Terms & Names

- Carrie Chapman Catt
- Clayton Antitrust Act
- Federal Trade Commission (FTC)
- monetary policy
- Federal Reserve System
- Nineteenth Amendment

One American's Story

hmhsocialstudies.com TAKING NOTES

Use the graphic organizer online to take notes about progressivism during Wilson's first term.

On March 3, 1913, the day of Woodrow Wilson's inauguration, 5,000 woman suffragists marched through hostile crowds in Washington, D.C. Alice Paul and Lucy Burns, the parade's organizers, were members of the National American Woman Suffrage Association (NAWSA). As police failed to restrain the rowdy gathering and congressmen demanded an investigation, Paul and Burns could see the momentum building for suffrage.

By the time Wilson began his campaign for a second term in 1916, the NAWSA's president, **Carrie Chapman Catt**, saw victory on the horizon. Catt expressed her optimism in a letter to her friend Maud Wood Park.



 Carrie Chapman Catt

A PERSONAL VOICE CARRIE CHAPMAN CATT

“I do feel keenly that the turn of the road has come. . . . I really believe that we might pull off a campaign which would mean the vote within the next six years if we could secure a Board of officers who would have sufficient momentum, confidence and working power in them. . . . Come! My dear Mrs. Park, gird on your armor once more.”

—letter to Maud Wood Park


Catt called an emergency suffrage convention in September 1916, and invited President Wilson, who cautiously supported suffrage. He told the convention, “There has been a force behind you that will . . . be triumphant and for which you can afford. . . . to wait.” They did have to wait, but within four years, the passage of the suffrage amendment became the capstone of the progressive movement.





1 Wilson Wins Financial Reforms

Like Theodore Roosevelt, Woodrow Wilson claimed progressive ideals, but he had a different idea for the federal government. He believed in attacking large concentrations of power to give greater freedom to average citizens. As president, Wilson moved to enact his program, the “New Freedom,” and planned his attack on what he called the triple wall of privilege: the trusts, tariffs, and high finance.


332 CHAPTER 9

PROGRAM RESOURCES




-  **In-Depth Resources: Unit 3**
- Guided Reading, p. 5
 - Reteaching Activity, p. 12
 - Geography Application: The Movement Toward Woman Suffrage, pp. 13–14
 - American Lives: Carrie Chapman Catt, p. 23

-  **Guided Reading Workbook**
- Section 5
-  **Spanish/English Guided Reading Workbook**
- Section 5
-  **Access for Students Acquiring English/ESL**
- Guided Reading (Spanish), p. 117
-  **Formal Assessment**
- Section Quiz, p. 174

INTEGRATED TECHNOLOGY

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TEST-TAKING RESOURCES

-  Strategies for Test Preparation
-  Test Practice Transparencies TT66
-  Online Test Practice

WILSON'S BACKGROUND Wilson grew up in the South during the Civil War and Reconstruction. The son of a Presbyterian minister, he received a strict upbringing. Before entering politics, Wilson worked as a lawyer, a history professor, and later as president of Princeton University. In 1910, he became governor of New Jersey, where he supported progressive legislation such as a direct primary, worker's compensation, and the regulation of public utilities and railroads.

TWO KEY ANTITRUST MEASURES “Without the watchful . . . resolute interference of the government,” Wilson said, “there can be no fair play between individuals and such powerful institutions as the trusts. Freedom today is something more than being let alone.” During Wilson's administration, Congress enacted two key antitrust measures. The first, the **Clayton Antitrust Act** of 1914, sought to strengthen the Sherman Antitrust Act of 1890. The Clayton Act prohibited corporations from acquiring the stock of another if doing so would create a monopoly; if a company violated the law, its officers could be prosecuted.

The Clayton Act also specified that labor unions and farm organizations not only had a right to exist but also would no longer be subject to antitrust laws. Therefore, strikes, peaceful picketing, boycotts, and the collection of strike benefits became legal. In addition, injunctions against strikers were prohibited unless the strikers threatened damage that could not be remedied. Samuel Gompers, president of the American Federation of Labor (AFL), saw great value to workers in the Clayton Act. He called it a Magna Carta for labor, referring to the English document, signed in 1215, in which the English king recognized that he was bound by the law and that the law granted rights to his subjects.

The second major antitrust measure, the Federal Trade Commission Act of 1914, set up the **Federal Trade Commission (FTC)**. This “watchdog” agency was given the power to investigate possible violations of regulatory statutes, to require periodic reports from corporations, and to put an end to a number of unfair business practices. Under Wilson, the FTC administered almost 400 cease-and-desist orders to companies engaged in illegal activity. **A**

Critics of antitrust laws contend that the federal government should not regulate private businesses. They argue that such regulation punishes the businesses that have been most successful in outperforming their competition, leading to inefficiency. They believe such regulation also needlessly consumes government resources. Supporters argue that such regulation is necessary to ensure that markets stay competitive.

A NEW TAX SYSTEM In an effort to curb the power of big business, Wilson worked to lower tariff rates, knowing that supporters of big business hadn't allowed such a reduction under Taft. Wilson lobbied hard in 1913 for the Underwood Act, which would substantially reduce tariff rates for the first time since the Civil War. He summoned Congress to a special session to plead his case, and established a precedent of delivering the State of the Union message in person. Businesses lobbied too, looking to block tariff reductions. When manufacturing lobbyists—people hired by manufacturers to present their case to government officials—descended on the capital to urge senators to vote no, passage seemed unlikely. Wilson denounced the lobbyists and urged voters to monitor their senators' votes. Because of the new president's use of the bully pulpit, the Senate voted to cut tariff rates even more deeply than the House had done.

Vocabulary

injunction: a court order prohibiting a party from a specific course of action

MAIN IDEA

Summarizing

A What was the impact of the two antitrust measures?

A. Answer
Wilson placed greater government regulations on businesses.

NOW & THEN

DEREGULATION

In recent years the railroad, airline, and telecommunications industries have all been deregulated, or permitted to compete without government control. It is hoped that this will improve their efficiency and lower prices.

During the Progressive Era, reformers viewed regulation as a necessary role of government to ensure safety and fairness for consumers as well as industrial competitors. Opponents of regulation, however, believed that government regulation caused inefficiency and high prices.

Modern critics of deregulation argue that deregulated businesses may skimp on safety. They may also neglect hard-to-serve populations, such as elderly, poor, or disabled people, while competing for more profitable customers.

The Progressive Era 333

More About . . .

Carrie Chapman Catt

Catt succeeded Susan B. Anthony as president of the National American Woman Suffrage Association in 1900 and helped lead the suffrage movement to the successful passage of the Nineteenth Amendment in 1920. She then became a founding member of the League of Women Voters and was a leader of the peace movement during the 1920s and 1930s.



In-Depth Resources: Unit 3

American Lives: Carrie Chapman Catt, p. 23

NOW & THEN

Deregulation

Analyzing Effects Discuss the impact of deregulation on consumers today. Emphasize to students that deregulation can affect consumers through price changes for services such as airline flights and cable television. What happens when large companies in an industry are allowed to merge or purchase their competitors? Have students investigate how prices have been impacted by major corporation mergers in industries such as airlines, telecommunications, or automobiles.

DIFFERENTIATING INSTRUCTION

LESS PROFICIENT READERS

Clarifying Ideas **ELPS** 4F

Help students clarify Wilson's antitrust measures. List the following concepts on the board, and have the students give an example of each.

- **Monopolies:** A business cannot buy another business if that purchase results in exclusive control over a commercial activity. *Example: There cannot be only one telephone company.*

- **Unions:** Unions have a right to exist and are not subject to antitrust laws. *Example: Union members can strike, boycott, picket, and collect strike benefits.*
- **FTC:** The FTC is a federally created agency that has the power to investigate business practices. *Example: The Federal Trade Commission can force companies to stop misleading labeling.*



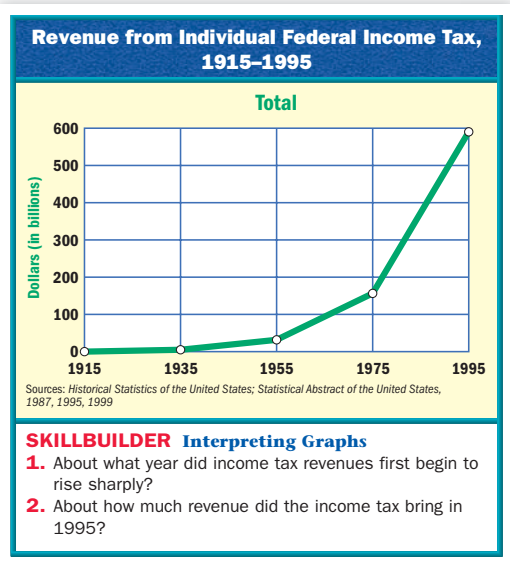
Integrated Assessment

• Rubric 2

HISTORY from VISUALS

Interpreting a Graph

Ask students to look at the graph and compare the period 1915–1955 with the period 1955–1995. Ask students to use their knowledge of history and current events to contrast the two periods. (Students might infer that during the period 1915–1955 low tax revenues resulted in relatively low federal spending. In contrast, during the period 1955–1995, tax revenues increased dramatically, as did federal spending.) War was financed by income taxes, and borrowing from financial institutions.



SKILLBUILDER Interpreting Graphs

1. About what year did income tax revenues first begin to rise sharply?
2. About how much revenue did the income tax bring in 1995?

Skillbuilder Answers
 1. About 1955.
 2. Just under \$600 billion.

FEDERAL INCOME TAX With lower tariff rates, the federal government had to replace the revenue that tariffs had previously supplied. Ratified in 1913, the Sixteenth Amendment legalized a federal income tax, which provided revenue by taxing individual earnings and corporate profits.

Under this graduated tax, larger incomes were taxed at higher rates than smaller incomes. The tax began with a modest tax on family incomes over \$4,000, and ranged from 1 percent to a maximum of 6 percent on incomes over \$500,000. Initially, few congressmen realized the potential of the income tax, but by 1917, the government was receiving more money on the income tax than it had ever gained from tariffs. Today, income taxes on corporations and individuals represent the federal government's main source of revenue.

Instruct: Objective 2
Women Win Suffrage

- How did women finally win the vote?
- What was the Nineteenth Amendment?

In-Depth Resources: Unit 3
 · Geography Application: The Movement Toward Woman Suffrage, pp. 13–14

FEDERAL RESERVE SYSTEM Next, Wilson turned his attention to financial reform. The nation needed a way to strengthen the ways in which banks were run, as well as a way to quickly adjust the amount of money in circulation. Both credit availability and money supply had to keep pace with the economy.

Wilson's solution was to establish a decentralized private banking system under federal control. The Federal Reserve Act of 1913 divided the nation into 12 districts and established a central bank in each district. These "banker's banks" then served the other banks within the district. The federal reserve banks could issue new paper currency in emergency situations, and member banks could use the new currency to make loans to their customers. Federal reserve banks could transfer funds to member banks in trouble, saving the banks from closing and protecting customers' savings. This marked the emergence of **monetary policy**, in which changes are made to the money supply in order to influence the economy. By 1923, roughly 70 percent of the nation's banking resources were part of the **Federal Reserve System**. One of Wilson's most enduring achievements, this system still serves as the basis of the nation's banking system. **B**

2 Women Win Suffrage

While Wilson pushed hard for reform of trusts, tariffs, and banking, determined women intensified their push for the vote. The educated, native-born, middle-class women who had been active in progressive movements had grown increasingly impatient about not being allowed to vote. As of 1910, women had federal voting rights only in Wyoming, Utah, Colorado, Washington, and Idaho.

Determined suffragists pushed on, however. They finally saw success come within reach as a result of three developments: the increased activism of local groups, the use of bold new strategies to build enthusiasm for the movement, and the rebirth of the national movement under Carrie Chapman Catt.

LOCAL SUFFRAGE BATTLES The suffrage movement was given new strength by growing numbers of college-educated women. Two Massachusetts organizations, the Boston Equal Suffrage Association for Good Government and the College Equal Suffrage League, used door-to-door campaigns to reach potential

MAIN IDEA

Evaluating
B Why were tariff reform and the Federal Reserve System important?

B. Answer
 Wilson's tariff reform cut tariffs and reduced the power of monopolies. The Federal Reserve System made the money supply responsive to the state of the economy.

DIFFERENTIATING INSTRUCTION **GIFTED AND TALENTED STUDENTS**

Researching the Federal Reserve Board

In the post-Cold War world where economic rather than ideological issues have become paramount, some say that the chairman of the Federal Reserve Board (the Fed), rather than the president, is the most powerful person in the country. Have students use library and Internet resources to explore the structure and role of the Fed and how it influences both the American economy and American politics. Then prepare a multimedia presentation for the class.

supporters. Founded by Radcliffe graduate Maud Wood Park, the Boston group spread the message of suffrage to poor and working-class women. Members also took trolley tours where, at each stop, crowds would gather to watch the unusual sight of a woman speaking in public.

Many wealthy young women who visited Europe as part of their education became involved in the suffrage movement in Britain. Led by Emmeline Pankhurst, British suffragists used increasingly bold tactics, such as heckling government officials, to advance their cause. Inspired by their activism, American women returned to the United States armed with similar approaches in their own campaigns for suffrage.

CATT AND THE NATIONAL MOVEMENT Susan B. Anthony's successor as president of NAWSA was Carrie Chapman Catt, who served from 1900 to 1904 and resumed the presidency in 1915. When Catt returned to NAWSA after organizing New York's Women Suffrage Party, she concentrated on five tactics: (1) painstaking organization; (2) close ties between local, state, and national workers; (3) establishing a wide base of support; (4) cautious lobbying; and (5) gracious, ladylike behavior.

Although suffragists saw victories, the greater number of failures led some suffragists to try more radical tactics. Lucy Burns and Alice Paul formed their own more radical organization, the Congressional Union, and its successor, the National Woman's Party. They pressured the federal government to pass a suffrage amendment, and by 1917 Paul had organized her followers to mount a round-the-clock picket line around the White House. Some of the picketers were arrested, jailed, and even force-fed when they attempted a hunger strike.

These efforts, and America's involvement in World War I, finally made suffrage inevitable. Patriotic American women who headed committees, knitted socks for soldiers, and sold liberty bonds now claimed their overdue reward for supporting the war effort. In 1919, Congress passed the **Nineteenth Amendment**, granting women the right to vote. The amendment won final ratification in August 1920—72 years after women had first convened and demanded the vote at the Seneca Falls convention in 1848. **C**

The Limits of Progressivism 3

Despite Wilson's economic and political reforms, he disappointed Progressives who favored social reform. In particular, on racial matters Wilson's Southern prejudices led him to appease conservative Southern Democratic voters but disappoint his Northern white and black supporters. He placed segregationists in charge of federal agencies, thereby expanding racial segregation in the federal government, the military, and Washington, D.C.

WILSON AND CIVIL RIGHTS Like Roosevelt and Taft, Wilson retreated on civil rights once in office. During the presidential campaign of 1912, he won the support of the NAACP's black intellectuals and white liberals by promising to treat blacks equally and to speak out against lynching.



EMMELINE PANKHURST

American women struggling for suffrage received valuable tutoring from their English counterparts, whose bold maneuvers had captured media coverage.

The noted British suffragist Emmeline Pankhurst, who helped found the National Women's Social and Political Union, often engaged in radical tactics. Pankhurst and other suffragists staged parades, organized protest meetings, endured hunger strikes, heckled candidates for Parliament, and spat on policemen who tried to quiet them. They were often imprisoned for their activities, before Parliament granted them the right to vote in 1928.

WORLD STAGE


Emmeline Pankhurst

The activities of the suffragists were even more revolutionary when placed in the context of Victorian society. Tell students that in the late 1890s and early 1900s women were expected to be polite, decorous, and modest. The idea that women would march in protest and engage in civil disobedience came as a great shock to many people at the time. Discuss with students the ways in which civil disobedience can bring about social change.

Instruct: Objective 3

The Limits of Progressivism

- What was Wilson's position on civil rights?
- How did America's entry into World War II affect the reform movement?

 In-Depth Resources: Unit 3
• Guided Reading, p. 5

C. Possible Answer A combination of factors, including women's growing experience in the public realm, their economic and social power, and their importance in the war effort.

MAIN IDEA

Analyzing Events

C Why do you think women won the right to vote in 1920, after earlier efforts had failed?

Vocabulary

appease: pacify by granting concessions

ACTIVITY COOPERATIVE LEARNING

B BLOCK SCHEDULING

Creating an Op-Ed page **ELPS** 3E, 3G

Class Time One class period

Task Creating an op-ed newspaper page discussing woman suffrage

Purpose To express an opinion about a political issue in a cogent, persuasive manner

Directions Divide the class into groups of four or five. Have students review text material about woman suffrage and research opinion pieces and editorials opposed to woman suffrage. Members of the group should write editorials or opinion pieces either supporting or opposing woman suffrage. Each group should organize a single page presentation that summarizes the group's views. Encourage ELLs to share their information and opinions through key words and expressions while receiving appropriate support.

History Through *Architecture***Frank Lloyd Wright**

Frank Lloyd Wright was a prolific American architect. The clean lines of Wright's designs, and his championing of native materials and buildings that grew naturally from their surroundings, set him apart as an architect.

Another Wright principle was continuous space, where rooms flowed into each other. Perhaps this principle is best exemplified by the spiral structure of the Guggenheim Museum (1956–1959) in New York City.

SKILLBUILDER ANSWERS

- Answers will vary. Many students may note that Robie House is built much more horizontally than the Victorian house. Students may point to the sleek lines of Wright's house as contrasting with the spires and detailed ornateness of the Victorian.
- Answers will vary, though many students may indicate that in general Wright's building is designed to fit in with its natural environment. Robie House is part of its landscape.

History Through *Architecture***FROM SPLENDOR TO SIMPLICITY**

The progressive movement, which influenced numerous aspects of society, also impacted the world of American architecture. One of the most prominent architects of the time was Frank Lloyd Wright, who studied under the renowned designer Louis Sullivan. In the spirit of progressivism, Wright sought to design buildings that were orderly, efficient, and in harmony with the world around them.



▲ Wright's "prairie style" design features a low, horizontal, and well-defined structure made predominantly of wood, concrete, brick, and other simple materials. Shown here is the Robie House (1909), one of Wright's most famous prairie-style structures, which incorporates these architectural qualities.



▲ Architecture of the Gilded Age featured ornate decoration and detail, as seen here in this Victorian-style house built between 1884 and 1886. Wright rejected these showy and decorative styles in favor of more simplistic designs.

SKILLBUILDER Interpreting Visual Sources

- What are the most striking differences between the two houses? Cite examples that contrast the two buildings.
- How does Wright's style reflect the progressive spirit?

As president, however, Wilson opposed federal antilynching legislation, arguing that these crimes fell under state jurisdiction. In addition, the Capitol and the federal offices in Washington, D.C., which had been desegregated during Reconstruction, resumed the practice of segregation shortly after Wilson's election.

Wilson appointed to his cabinet fellow white Southerners who extended segregation. Secretary of the Navy Josephus Daniels, for example, proposed at a cabinet meeting to do away with common drinking fountains and towels in his department. According to an entry in Daniels's diary, President Wilson agreed because he had "made no promises in particular to negroes, except to do them justice." Segregated facilities, in the president's mind, were just.

African Americans and their liberal white supporters in the NAACP felt betrayed. Oswald Garrison Villard, a grandson of the abolitionist William Lloyd Garrison, wrote to Wilson in dismay, "The colored men who voted and worked for you in the belief that their status as American citizens was safe in your hands are deeply cast down." Wilson's response—that he had acted "in the interest of the negroes" and "with the approval of some of the most influential negroes I know"—only widened the rift between the president and some of his former supporters.

ACTIVITY LINK TO HUMANITIES**Creating a Biographical Sketch**

Class Time One class period

Task Researching the work of great architects who have worked in the United States

Purpose To identify and gain an appreciation of the work of great architects

Directions Have students choose one of the following architects to be the subject of a brief biographical essay: Louis Sullivan, Frank Lloyd Wright, Ludwig Mies Van Der Rohe, Philip Johnson, I. M. Pei, Louis Kahn, Michael Graves, or Frank Gehry. Have students download images of the architect and the architect's works from the Internet to accompany the essay.

On November 12, 1914, the president's reception of an African-American delegation brought the confrontation to a bitter climax. William Monroe Trotter, editor-in-chief of the *Guardian*, an African-American Boston newspaper, led the delegation. Trotter complained that African Americans from 38 states had asked the president to reverse the segregation of government employees, but that segregation had since increased. Trotter then commented on Wilson's inaction.

D. Answer
Wilson opposed antilynching legislation, did not continue desegregation of the federal government, and appointed to his cabinet white Southerners who supported segregation.

A PERSONAL VOICE WILLIAM MONROE TROTTER

“Only two years ago you were heralded as perhaps the second Lincoln, and now the Afro-American leaders who supported you are hounded as false leaders and traitors to their race. . . . As equal citizens and by virtue of your public promises we are entitled at your hands to freedom from discrimination, restriction, imputation, and insult in government employ. Have you a ‘new freedom’ for white Americans and a new slavery for your ‘Afro-American fellow citizens’? God forbid!”

—address to President Wilson, November 12, 1914

Wilson found Trotter's tone infuriating. After an angry Trotter shook his finger at the president to emphasize a point, the furious Wilson demanded that the delegation leave. Wilson's refusal to extend civil rights to African Americans pointed to the limits of progressivism under his administration. America's involvement in the war raging in Europe would soon reveal other weaknesses. **D**

THE TWILIGHT OF PROGRESSIVISM After taking office in 1913, Wilson had said, “There's no chance of progress and reform in an administration in which war plays the principal part.” Yet he found that the outbreak of World War I in Europe in 1914 demanded America's involvement. Meanwhile, distracted Americans and their legislators allowed reform efforts to stall. As the pacifist and reformer Jane Addams mournfully reflected, “The spirit of fighting burns away all those impulses . . . which foster the will to justice.”

International conflict was destined to be part of Wilson's presidency. During the early years of his administration, Wilson had dealt with issues of imperialism that had roots in the late 19th century. However, World War I dominated most of his second term as president. The Progressive Era had come to an end.

MAIN IDEA

Analyzing Effects

D What actions of Wilson disappointed civil rights advocates?



ASSESSMENT

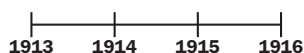
1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Carrie Chapman Catt
- Clayton Antitrust Act
- Federal Trade Commission (FTC)
- monetary policy
- Federal Reserve System
- Nineteenth Amendment

MAIN IDEA

2. USING YOUR NOTES

Create a time line of key events relating to Progressivism during Wilson's first term. Use the dates already plotted on the time line below as a guide.



Write a paragraph explaining which event you think best demonstrates progressive reform.

CRITICAL THINKING

3. ANALYZING PRIMARY SOURCES

Wilson said, “Without the watchful . . . resolute interference of the government, there can be no fair play between individuals and . . . the trusts.” How does this statement reflect the changing relationship between the federal government and private business?

4. ANALYZING EFFECTS

Describe how the Federal Reserve Act of 1913 affected the emergence of monetary policy in the United States.

5. ANALYZING MOTIVES

Why do you think Wilson failed to push for equality for African Americans? **Think About:**

- other progressive presidents
- Wilson's background
- the primary group of people progressive reforms targeted

6. EVALUATING

What was the impact of the Nineteenth Amendment? Was it an effective means of achieving equality of political rights? Explain.

The Progressive Era 337

More About . . .

William Monroe Trotter

Like W. E. B. Du Bois, Trotter was a Harvard graduate who worked with the Niagara movement to found the NAACP. Trotter later criticized the NAACP's policy of racial accommodation and reliance on financial support from whites. He established another organization, the National Equal Rights League, to protest discrimination. Trotter led several nonviolent protests and demonstrations to address the issues of racial and social justice.

Assess & Reteach

SECTION 5 ASSESSMENT

Have students create a two-column chart on which they compare their own responses to the section assessment (column 1) with the portions of the text that best answer each question (column 2).

- Formal Assessment
- Section Quiz, p. 174

SELF-ASSESSMENT

Using a two-column chart, students should list the reforms outlined in this chapter. Then, students should prepare a second list explaining how these reforms affect their lives today.

RETEACH

Use the Critical Thinking Transparency on the Progressive Era to review concepts.

- In-Depth Resources: Unit 3
- Reteaching Activity, p. 12

Answers ASSESSMENT

1. TERMS & NAMES

Carrie Chapman Catt, p. 332
Clayton Antitrust Act, p. 333
Federal Trade Commission, p. 333
monetary policy, p. 334
Federal Reserve System, p. 334
Nineteenth Amendment, p. 335

2. USING YOUR NOTES

1913—NAWSA protests on Wilson's inauguration day.; Federal Reserve Act passed.

1914—Federal Trade Act establishes Federal Trade Commission; Clayton Antitrust Act strengthens the Sherman Antitrust Act; African-American delegation confronts Wilson on his segregation policies; Catt resumes presidency of NAWSA.

3. ANALYZING PRIMARY SOURCES

Wilson believed the exploitative practices of big businesses threatened the freedom of consumers and workers. He thought that the government had the responsibility

to safeguard public welfare and regulate private businesses.

4. ANALYZING EFFECTS

The Federal Reserve Act decentralized the banking system while maintaining federal control. The new monetary policy allowed banks to issue new currency to help support the economy.

5. ANALYZING MOTIVES

Wilson, like Roosevelt and Taft, pushed aggressively for economic and political

reforms but retreated on civil rights issues. Swayed by his southern upbringing and the support of northern whites, Wilson refused to expand the civil rights of African Americans.

6. EVALUATING

The Nineteenth Amendment granted women the right to vote, giving them an opportunity to impact political decisions and help choose representatives.

TERMS & NAMES

1. progressive movement, p. 307
2. muckraker, p. 308
3. suffrage, p. 315
4. Susan B. Anthony, p. 315
5. Theodore Roosevelt, p. 317
6. NAACP, p. 325
7. Gifford Pinchot, p. 328
8. Woodrow Wilson, p. 330
9. Clayton Antitrust Act, p. 333
10. Federal Reserve System, p. 334

MAIN IDEAS

1. Protecting social welfare, promoting moral reform, creating economic reform, and fostering efficiency.
2. Muckrackers exposed business monopolies, voter fraud, and unsanitary conditions in meatpacking plants and led to reforms and new laws.
3. Government became more responsive to the people, elections were reformed, Senators directly elected and the public had more voice in law-making. Democracy was expanded.
4. Women who lacked education or skills worked as domestic workers.
5. The NACW promoted the moral education of African Americans. The NAWSA was committed to winning women's right to vote.
6. Sinclair's descriptions of the meat-packing industry's corrupt practices disgusted both the public and Roosevelt, who pushed Congress to pass the Meat Inspection Act.
7. Roosevelt filed suits under the Sherman Antitrust Act, thus breaking up some of the trusts. He also ordered the Justice Department to sue the Northern Securities Company which, until the Supreme Court dissolved the company, held a monopoly over northwestern railroads.
8. Taft was a more cautious progressive than Roosevelt but did break up more trusts than Roosevelt had.
9. Taft was unable to appease both the reform-minded progressives and the conservatives within his party.
10. It recognized the legality of labor unions, strikes, peaceful picketing, boycotts, and strike benefits; it limited the use of injunctions in court disputes.
11. **Costs:** government regulates and sets limits on big business; consumes government resources **Benefits:** companies prohibited from forming monopolies; keeps markets competitive; supported



TERMS & NAMES

For each term or name below, write a sentence explaining its connection to the Progressive Era.

- | | |
|-------------------------|----------------------------|
| 1. progressive movement | 7. Gifford Pinchot |
| 2. muckraker | 8. Woodrow Wilson |
| 3. suffrage | 9. Clayton Antitrust Act |
| 4. Susan B. Anthony | 10. Federal Reserve System |
| 5. Theodore Roosevelt | |
| 6. NAACP | |

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Origins of Progressivism (pages 306–312)

1. What were the four goals that various progressive reform movements struggled to achieve?
2. Evaluate the impact of muckrakers on American society.
3. How did government change during the Progressive Era? How were these changes important?

Women in Public Life (pages 313–316)

4. In the late 1890s, what job opportunities were available to uneducated women without industrial skills?
5. Give two examples of national women's organizations committed to social activism. Briefly describe their progressive missions.

Teddy Roosevelt's Square Deal (pages 317–325)

6. What scandalous practices did Upton Sinclair expose in his novel *The Jungle*? How did the American public, Roosevelt, and Congress respond?
7. How did Roosevelt earn his reputation as a trust-buster?

Progressivism Under Taft (pages 328–331)

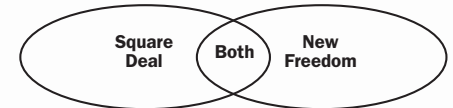
8. As a progressive, how did Taft compare with Roosevelt?
9. Why did the Republican Party split during Taft's administration?

Wilson's New Freedom (pages 332–337)

10. How did the Clayton Antitrust Act benefit labor?
11. What are the costs and benefits of antitrust acts?
12. What was the impact of the passage of the Sixteenth Amendment?

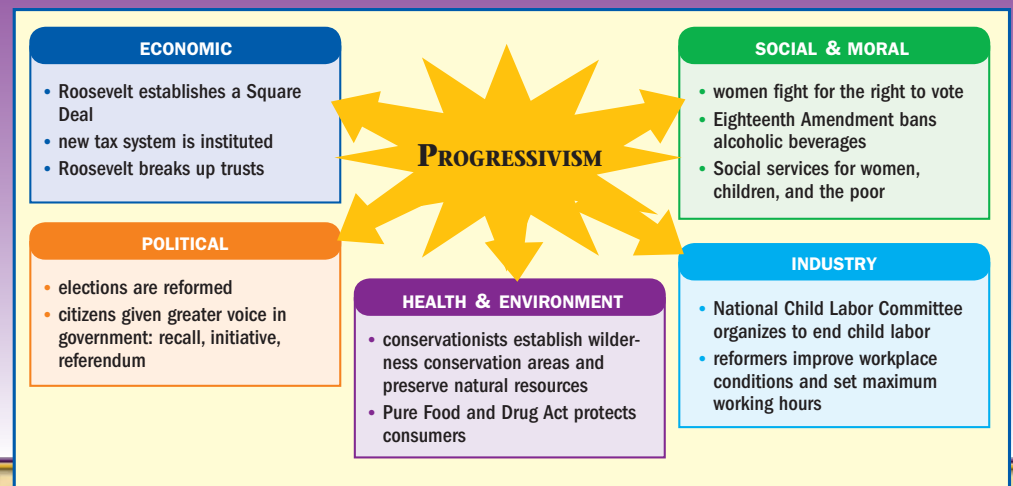
CRITICAL THINKING

1. **USING YOUR NOTES** Create a Venn diagram to show some of the similarities and differences between Roosevelt's Square Deal and Wilson's New Freedom.



2. **DEVELOPING HISTORICAL PERSPECTIVE** How did the Nineteenth Amendment fit into the historical development of the civil rights movement in the 20th century? Support your answer with details from the text.

VISUAL SUMMARY THE PROGRESSIVE ERA



CRITICAL THINKING

12. By legalizing a federal income tax, the sixteenth amendment provided revenue to fund the federal government.

1. **USING YOUR NOTES Similarities:** promoted a strong executive branch; progressive ideals; tackled the problems of trusts; excluded the cause of civil rights for African Americans **Differences:** Roosevelt favored regulating trusts, thought the federal government should get

bigger; Wilson favored breaking trusts up; smaller government

2. **DEVELOPING HISTORICAL PERSPECTIVE** The Nineteenth Amendment granted women the right to vote in 1919, thereby building civil rights for women into the Constitution.

TEXAS TEST PRACTICE

Use the quotation and your knowledge of U.S. history to answer question 1.

“Labor began to organize itself in Trade Unions and to confront the industrialists with a stiff bargaining power. These developments were to lead to a period of protest and reform in the early twentieth century. The gains conferred by large-scale industry were great and lasting, but the wrongs that had accompanied their making were only gradually righted.”

—Winston Churchill, *The Great Republic: A History of America*

1. In the passage, Winston Churchill attempts to explain what prompted Progressive Era reformers. The passage explains the actions of which of the following labor reform leaders?

A Maria Mitchell
B Carry Nation
C Susan B. Anthony
D Florence Kelley

2. The muckrakers served Progressivism by —
- F informing people about abuses so that they could protest.
G enacting legislation to prevent political corruption.
H cleaning up unhealthy meat processing plants.
J filing and prosecuting antitrust lawsuits.
3. In the presidential election of 1912, three candidates attempted to win the liberal, progressive vote. Which candidate for president in 1912 ran on a conservative platform?
- A Woodrow Wilson
B William Taft
C Theodore Roosevelt
D Eugene V. Debs

 hmhsocialstudies.com TEST PRACTICE

For additional test practice, go online for:

- Diagnostic tests • Tutorials

INTERACT WITH HISTORY

 myWriteSmart

Think about the issues you recorded in *myNotebook* as you read the chapter. As a class, discuss what progressive reformers did to bring about changes in government and society. Consider what else they might have done to be more effective. Rank their efforts in order of effectiveness and offer suggestions for improvement. Use *myWriteSmart* in your eBook to write out your suggestions.

FOCUS ON WRITING

 myWriteSmart

Conservation of natural resources became a focus of federal attention in the early 1900s. Write an explanation of the two different perspectives on conservation advocated by Gifford Pinchot and John Muir. Then decide which position you agree with and explain why. Use *myWriteSmart* in your eBook to write your explanation.

COLLABORATIVE LEARNING

 21ST CENTURY

Imagine you are a reporter covering a 1912 congressional hearing investigating labor conditions in a textile mill. Work with a partner to write two newspaper articles—one that shows bias in favor of the mill workers, and one that shows bias in favor of the mill. Share the articles with the class and analyze how language can affect the reporting of information.

TEXAS TEST PRACTICE

1. The correct answer is letter D. Letters A, B, C are not correct because only Florence Kelly worked with the labor movement.
2. The correct answer is letter F. Letters G, H, J are not correct because muckrakers as journalists only informed the public with regard to abuses. Others had to act to correct those abuses.
3. The correct answer is letter B. Letter A is not correct because Wilson was categorized as a reform candidate. Letter C is not correct because Roosevelt was considered a progressive. Letter D is not correct because Debs was a socialist.

UNIT PROJECT

ERAS AND CHARACTERISTICS WEBPAGES

The Unit Project is introduced on page 302 of the student text.

Tips for Teaching

- Point out to students that the webpages they create in this unit should remain consistent with the style and tone they adopted in prior units.
- Have students review pages 194–197 to determine that this chapter's content fits within the “Progressive Era and American Expansionism” era.
- Redirect students' attention to pages 192–193 and encourage students to review the chapter with these characteristics in mind and to add appropriate characteristics and supporting materials to their webpages.



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 175–192

INTERACT WITH HISTORY

 myWriteSmart

Rubric

The discussion and ranking should . . .

- express a clear point of view
- convey an understanding of the key issues
- offer suggestions for improvement

FOCUS ON WRITING

 myWriteSmart

Rubric

The essay should . . .

- demonstrate a clear understanding of perspectives on conservation
- express a clear point of view
- include specific examples

COLLABORATIVE LEARNING

Rubric

The articles should . . .

- include fictional details from the hearing
- demonstrate an understanding of labor issues in the Progressive Era
- demonstrate an understanding of the language used to convey bias

END-OF-CHAPTER SKILL ACTIVITY

Objectives

- To identify and support your point of view on a social studies issue
- To research and present factual details and historical evidence to support your point of view
- To plan, research, and create a written presentation

Instruct

Share these tips with students as they read the outline.

1. An outline is a summary of the information you plan to include in a written piece, and a general plan of how you want to structure it. The outline shown on page 339 SK1 begins with a topic sentence. Letters identify main ideas of the presentation, followed by other important ideas and supporting details listed with numbers.
2. Ways to organize your ideas include chronological order, cause-and-effect, and order of degree.
3. Think about your own point of view as you research your topic. What facts can you use to support your point of view? Can you balance this with another point of view?
4. As you plan your presentation, consider the evidence you have found. If you only have one detail for a main idea, you may need to do more research.

End-of-Chapter Skill Activity

Creating Written Presentations

DEFINING THE SKILL

Written presentations are in-depth reports on a topic in history. Often, written presentations take a stand on an issue or try to support a specific conclusion or point of view on a social studies issue or event. To successfully report on an event or to make a point, your writing needs to be clear, concise, and supported by factual details.

Historians must perform careful research and cite all sources in written presentations. They also narrow their focus to a specific part of an issue or event. For example, a historian might choose to write about one aspect of the Progressive Era rather than the whole time period. As a student, a written presentation is one way for you to present information on a topic you have researched. You can identify and support a point of view about a social studies issue or event using historical evidence to back up your thoughts.

UNDERSTANDING THE SKILL

STRATEGY: MAKE AN OUTLINE When planning a presentation, identify your point of view on an issue or event and narrow your focus to relevant information. Then use an outline like the one shown below to organize the information to communicate your point of view with details and facts supported by historical evidence.

1. **Identify a topic that you wish to research. Focus on one or more questions that you hope to answer about the topic.** Then research the topic using library and Internet sources.
2. **Formulate a hypothesis.** This will serve as the main idea, or thesis, of your presentation. Analyze the information in your sources and develop a hypothesis that answers your questions about the topic.
3. **Organize the facts and supporting details around your main idea.** These facts and examples should be presented in a way that helps you build a logical case to prove your point.
4. **To express your ideas clearly, use standard grammar, spelling, sentence structure, and punctuation.** Proofread your work to make sure it is well organized and grammatically correct.

1 The Goals of Progressivism

- 2 All progressive reforms had one of four goals.
 - A. Protecting Social Welfare
 - 3 1. Social Gospel movement sought to help the poor.
 2. Settlement houses provided aid to poor city dwellers.
 - B. Promoting Moral Improvement
 1. Reformers sought to improve Americans' personal behavior.
 2. WCTU worked for prohibition.
 - C. Creating Economic Reform
 1. Writers criticized capitalism.
 2. The American Socialist Party formed.
 3. Muckrakers exposed corruption in business and government.
 - D. Fostering Efficiency
 1. Businesses introduced scientific management in the workplace.
 2. Manufacturers developed the assembly line.

339 SK1

DIFFERENTIATING INSTRUCTION

Understanding Vocabulary

ELPS 1F, 2C, 2D, 3D, 4C, 4E

Use linguistic accommodation to help students understand the following terms and concepts. Have beginning ELLs define the terms in their own words. Have intermediate ELLs draw and label the terms. Have advanced and advanced high ELLs explain their point of view about a topic they choose.

STUDENTS ACQUIRING ENGLISH/ESL

Outline

progressivism: a U.S. reform movement
reform: an effort to improve
welfare: well-being
gospel: religious teachings
prohibition: a ban, in this case of alcoholic beverages
Socialist: a person who follows the political beliefs of socialism
Muckrakers: journalists who wrote about corrupt businesses and individuals

assembly line: an industrial process in which workers perform one task repeatedly as a product moves through stages of production

Draft of Writing

settlement: a small community
temperance: refraining from drinking alcohol
union: a group united for a particular purpose
communal: belonging to or shared by a group of people in a community

STRATEGY: EDIT AND REVISE Once you have completed your first draft, read through it and make corrections to improve your writing so that you communicate your ideas as clearly as possible.

4 The Goals of Progressivism

As America approached the 20th century, a number of citizens tried to reform society. Their efforts formed what became known as the progressive movement. Progressive reformers had the following four goals: social welfare, moral improvement, economic reform, and efficiency.

Many reformers sought to promote social welfare—especially in the crowded, run-down, and unhealthy areas of the cities. The Social Gospel movement inspired followers to erect churches in poor communities. It also persuaded business leaders to treat workers more fairly. Other reformers established settlement houses in slum neighborhoods to provide educational, cultural, and social services to people—especially to immigrants.

Another group of reformers felt that the lives of poor people could be improved through moral instruction. These reformers offered programs to improve personal behavior. The Women's Christian Temperance Union, for instance, promoted prohibition. It believed that alcohol was the root of many of society's problems.

Other progressives, such as Henry George and Edward Bellamy, blamed the competitive nature of capitalism for creating a large underclass. Some Americans, especially workers, embraced socialism. In 1898, Eugene Debs helped organize the American Socialist Party. He advocated communal living and a classless society. During the early 20th century, journalists exposed the corrupt side of business and politics known as muckrakers.

Meanwhile, some tried to make American society more efficient. Frederick Winslow Taylor popularized scientific management, the effort to improve efficiency in the workplace by applying scientific principles. Out of this concept emerged the assembly line, which required workers to perform the same task over and over, and thus sped up production.

Through their hard work, the progressives reformed many levels of society and helped Americans live better lives.

Use punctuation marks for their correct purposes. A colon precedes a list.

Use the correct parts of speech. An adverb modifies a verb. Check for common agreement errors. Subjects and verbs must agree in person and number.

Use consistent verb tense. Use past tense for events in the past.

Check spelling with both an electronic spell checker and a dictionary.

Capitalize all proper nouns, including names of political parties.

Use correct sentence structure. Every sentence needs a subject and a verb.

Be sure sentence structure leads clearly from one phrase to the next. Correct misplaced modifiers.

APPLYING THE SKILL

Identify your point of view on a social studies issue or event and create a two-page written presentation on that topic, supported with historical evidence. Use the strategies to help you create your presentation.

Applying the Skill: Answers

As students prepare for their presentations, they should identify a topic for research, formulate a clear hypothesis, organize evidence around the main idea, and express their ideas clearly. Students' written presentations will vary but should demonstrate a clear point of view and provide facts and historical evidence to support their ideas.