

Unit 5 Part 2

Progressives and Reform

- **Grange** – an organization of farmers who joined to learn about new farming techniques, to call for the regulation of railroad and grain elevator rates, and to prompt the establishment of the ICC
- **Oliver H. Kelley** – a Minnesota farmer and businessman who organized the Grange
- **Populist Party** – a political party formed in 1892 on a platform of silver coinage, government ownership of the railroads, and fighting the corrupt and unresponsive elite
- **William Jennings Bryan** – the Democratic nominee for president in 1896, who supported many Populist principles including silver coinage, and who toured the country to speak directly to voters
- **William McKinley** – the Republican candidate for president in 1896, who followed a traditional strategy of letting party workers campaign for him
- **Progressivism** – movement that responded to the pressures of industrialization and urbanization by promoting reforms
- **muckraker** – writer who uncovers and exposes misconduct in politics or business
- **Lincoln Steffens** – muckraking author of *Shame of the Cities*; exposed corruption in urban government
- **Jacob Riis** – muckraking photographer and author of *How The Other Half Lives*; exposed the condition of the urban poor
- **Jane Addams** – leader in the settlement house movement
- **settlement house** – community center that provided services for the urban poor
- **Social Gospel** – belief that following Christian principles could bring about social justice
- **spoils system** – a system in which politicians awarded government jobs to loyal party workers with little regard for their qualifications
- **civil service** – government departments and their nonelected employees
- **Pendleton Civil Service Act** – law that created a civil service system for the federal government in an attempt to hire employees on a merit system rather than on a spoils system
- **gold standard** – using gold as the basis of the nation’s currency
- **direct primary** – allowed voters to select candidates rather than having them selected by party leaders
- **initiative** – process in which citizens put a proposed new law directly on the ballot
- **referendum** – process that allows citizens to reject or accept laws passed by their legislature
- **recall** – process by which voters can remove elected officials from office before their terms end

What led to the rise of the Populist movement, and what effect did it have?

- Millions of Americans moved west after the Civil War to pursue the American dream.
- A variety of factors made their lives extremely difficult, which led to the social and political revolt known as Populism—and created one of the largest third-party movements in American history, formed in 1892 on a platform of silver coinage, government ownership of the railroads, and fighting the corrupt and unresponsive elite

Why did the political structure change during the Gilded Age?

- Congress passed few laws between 1877 and 1900. It was an era marked by inaction and political corruption.
- The Gilded Age raised questions about whether or not democracy could succeed in an era dominated by powerful industrial corporations and men of great wealth.

What areas did Progressives think were in need of the greatest reform?

- **Progressivism** was a reform movement that responded to the social challenges caused by industrialization, urbanization, and immigration in the 1890s and 1900s.
- Progressives believed that honest and efficient government could bring about social justice

- **temperance movement** – aimed at stopping alcohol abuse and the problems created by it
- **suffrage** – the right to vote
- **National American Woman Suffrage Association** – group that worked on the state and national levels to earn women the right to vote
- **Nineteenth Amendment** – 1919, constitutional amendment that granted women the right to vote
- **Theodore Roosevelt** – President who passed Progressive reforms and expanded the powers of the presidency.
- **Square Deal** – Roosevelt’s program to keep the wealthy and powerful from taking advantage of small business owners and the poor
- **Hepburn Act** – gave the Interstate Commerce Committee power to limit railroad company prices
- **Meat Inspection Act** – gave federal agents power to inspect and monitor the meatpacking industry
- **Pure Food and Drug Act** – gave the federal government responsibility for insuring food and medicine are safe
- **National Reclamation Act** – gave the federal government power to decide where and how water would be distributed in arid western states
- **New Nationalism** – Roosevelt’s 1912 plan to restore the government’s trust-busting power
- **Progressive Party** – political party that emerged from the Taft-Roosevelt battle that split the Republican Party in 1912
- **Woodrow Wilson** – Progressive Democrat elected President in 1912
- **New Freedom** – Wilson’s program to place strict government controls on corporations
- **Sixteenth Amendment** – 1913 constitutional amendment that gave Congress the power to impose a graduated income tax
- **Federal Reserve Act** – 1913 law that placed the national banks under the control of a Federal Reserve Board
- **Federal Trade Commission (FTC)** was created in 1914 to monitor businesses to **prevent monopolies, false advertising, and dishonest labeling.**
- **Clayton Antitrust Act** defined specific activities in which businesses could not engage protected **unions** from being defined as trusts, allowing them **more freedom to organize**

What steps did Wilson take to increase the government’s role in the economy?

- Woodrow Wilson used the expanded power of the presidency to promote a far-reaching reform agenda. His legislation included the Underwood Tariff, the Graduated Income Tax, Anti Trust legislation, and the Federal Reserve act.

How did women of the Progressive Era make progress and win the right to vote?

- In the early 1900s, many women were no longer content to play a limited role in society. Activists helped bring about Progressive reforms including the temperance movement that lead to prohibition and the women’s suffrage movement supported by the NAWSA.
- Women would continue the struggle to expand their roles and rights in the future

What did Roosevelt think government should do for citizens?

- After a number of weak and ineffective Presidents, Theodore Roosevelt was a charismatic figure who ushered in a new era.
- Roosevelt passed Progressive reforms, expanded the powers of the presidency, and changed how Americans viewed the roles of the President and the government.

Review: What were the positive aspects of industrialization in the Gilded Age?

Supporting Question 1

Featured Source

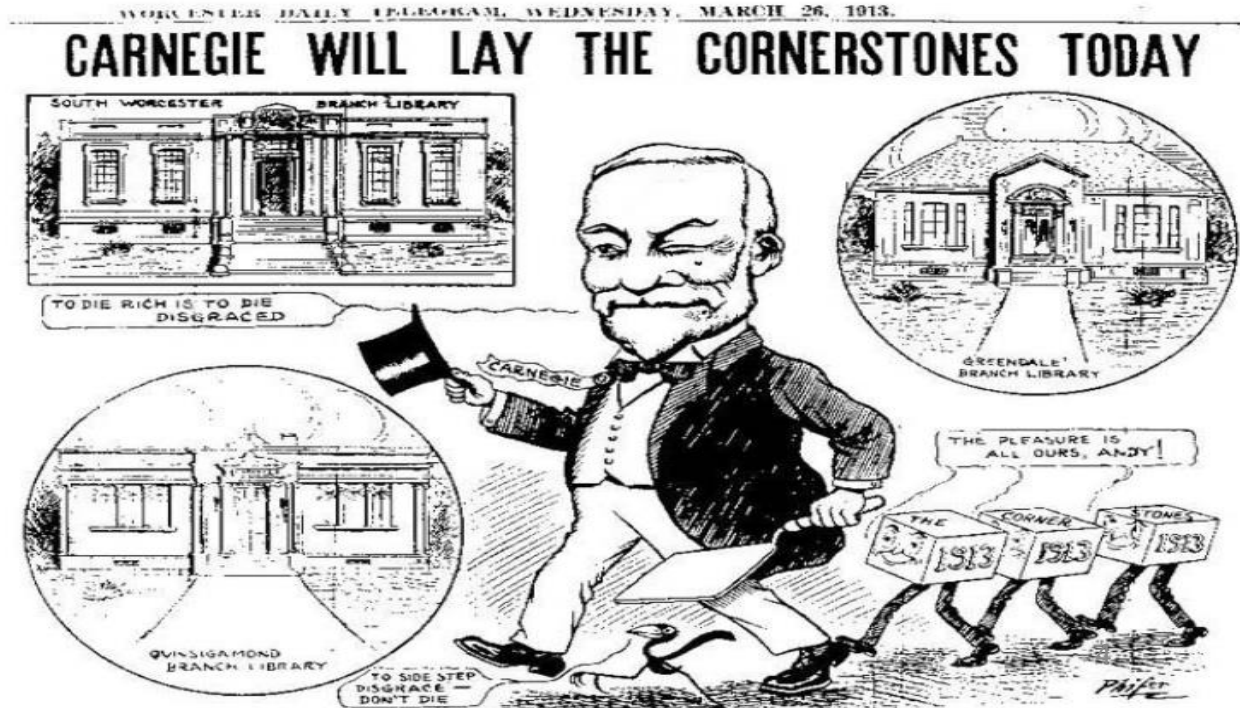
Source 1A: Graph bank: Graphs of oil prices and Gross National Product (value of all products and services produced in a country)



Graph 1: Michael Rizzo, graph of changes in the real price of oil, 1870–1897, *Wicked Slashers of Cost*, 2009. © Michael Rizzo. Used with permission

Unit 2: Progressivism

Progressivism in America



Source 1D: *Westchester Daily Telegram*, cartoon depicting Andrew Carnegie's efforts as a philanthropist, March 26, 1913

III. Political Bosses

Under Tweed’s control, New York City’s debts increased from \$36 million in 1868 to about \$136 million in 1870 – the typical scandal was having contractors present excessive (very large) bills for work performed—typically ranging from 15 to 65 percent more than the project actually cost. The extra charges were said to have been divided among Tweed, his subordinates and the contractors. The most excessive overcharging came in the form of the Tweed Courthouse, which cost the city \$13 million to construct (the actual cost for the courthouse was about \$3 million), leaving about \$10 million for the pockets of Tweed and others.



“The Brains” published on October 21st, 1871, Thomas Nast depicted a businessman with a thirst for power and wealth. He did this by replacing the man’s head with a bag of money. At the time of this cartoon, the Gilded Age had just begun and was already uncovering many flaws under the gold covered outer shell. Corruption was beginning to spread throughout America. The man in the cartoon is Boss Tweed and we know this because of the reference to the Tammany Hall scandal. Boss Tweed, after rising up the social ladder, was elected to head Tammany Hall, where he could have a great impact on many high-ranking jobs. He abused this power and got much money for his own use out of the scandals. Thomas Nast helped inform the people about Boss Tweed’s crimes by means of his cartoon and many of Tweed’s colleagues in Tammany Hall turned him in to stop his crimes. The bag of money on the man’s head reveals how selfish and wealth hungry some of the people were during this time. This also shows what was driving the minds and brains of the men in charge: selfish thirst for money. This source was created for the people of America, and to uncover how some innocent people were being cheated. Even though gilded means covered in gold, problems and corruption were spreading throughout America under the surface of prosperity.

Fighting Corruption - In the late 1800s, there was a Progressive movement that focused on problems in society. The leaders of this movement wanted change in the cities, in government, and in business. They believed that the government and big business had too much power.

Powerful organizations linked to political parties, called *political machines*, controlled the government in many cities. A leader of the machine in each city was called the political boss. The political bosses did favors for people in return for their votes. Many of these bosses were corrupt. They accepted bribes and campaign contributions from businesses. In return the businesses received special treatment from the city. They also made kickback agreements with contractors. The contractors would add charges to their bill to the city. Those extra charges were then given to the political boss that provided the job for the contractor.

Reformers of the early 20th century frequently attacked political machines because the politicians in these organizations often

- A. denied voting rights to the poor
- B. accepted bribes in return for favors
- C. wasted money on military spending
- D. discriminated against migrant workers

A goal of the Progressive movement was to

- A. reduce the government’s involvement in social issues
- B. correct the problems caused by industrialization
- C. promote laissez-faire policies
- D. promote settlement of land west of the Mississippi River

Organizations such as the National Municipal League were founded to clean up city government. They wanted to weaken the power of the political bosses. New forms of government were introduced. In Galveston, Texas, the citizens established a city government run by five commissioners. The commission approach was soon adopted by almost 400 other cities. Tom Johnson, the mayor of Cleveland, Ohio, opposed corporations and political bosses in the early 1900s. He achieved lower fares for streetcars, food inspections, and parks for the city of Cleveland. Cleveland was then known as the best-governed city in the country.

Patronage, or rewarding political supporters with jobs and favors, was common at all levels of government. Patronage is another term for the spoils system practiced by Andrew Jackson. Many people who held government jobs were not qualified for the position. President Rutherford B. Hayes wanted to change patronage. He wanted to fix the *civil service*, or the body of nonelected government workers. He did not receive much support for this change. President James Garfield also wanted to change the civil service. However, he was assassinated before his changes could be made. When Vice President Chester A. Arthur became president, he acted to eliminate the spoils system.

The Civil Service Commission was started as part of the Pendleton Act of 1883. The Commission required tough tests for federal jobs. Applicants had to prove their abilities to do the job.

CRQ: Which presidents wanted to change the civil service by eliminating patronage?

In the early 1900s, Progressive Era reformers sought to increase citizen participation in government by supporting the

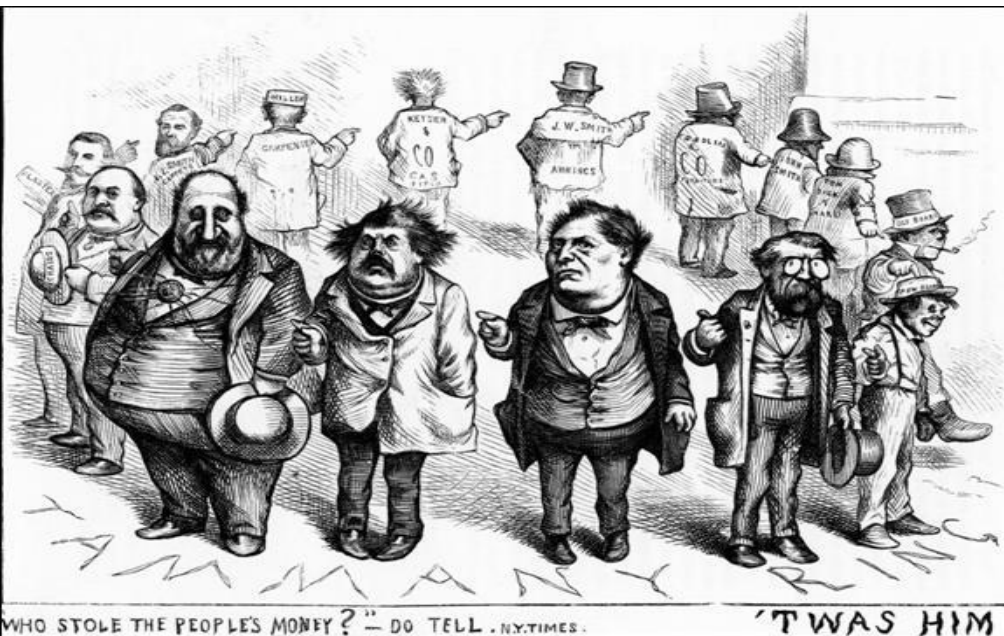
- A. expansion of the spoils system
- B. direct election of senators
- C. creation of the electoral college
- D. formation of the Federal Reserve system

A purpose of the Progressive movement (1900–1917) was to

- A. stimulate the economy
- B. support government control of international production
- C. encourage immigration from southern and eastern Europe
- D. correct the economic and social abuses of industrial society

Which reform idea was a common goal of the Populists and the Progressives?

- A. restoration of the nation's cities
- B. expansion of opportunities for immigrants
- C. improvement in the status of African Americans
- D. greater control of government by the people



“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 glycerin, and dumped into the hoppers, and made over again for home consumption. 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 germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but 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. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one – there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage...” The Jungle, by Upton Sinclair 1906

IV. Muckrakers

Identify the author:

Identify three details from the text that would support why this was a problem in America.

What problem was being exposed?

The
Jungle

Is this a social, political, or economic problem?

Although Sinclair originally intended to focus on industrial labor and working conditions, food safety became the most pressing issue. Sinclair's account of workers' falling into rendering tanks (hoppers) and being ground, along with animal parts, into "Durham's Pure Beef Lard", gripped public attention. The morbidity of the working conditions, as well as the exploitation of children and women alike that Sinclair exposed showed the corruption taking place inside the meat packing factories.

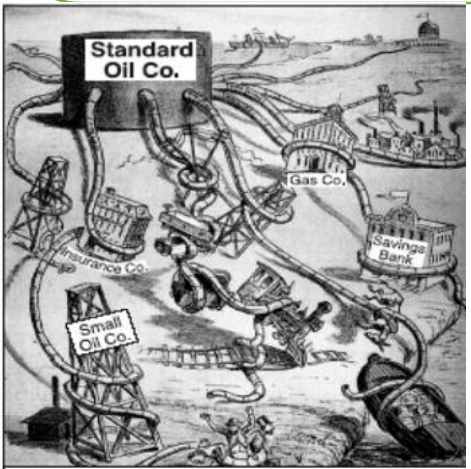


The Jungle caused severe public outcry, which led to the passage of the Meat Inspection Act and the Pure Food and Drug Act of 1906, which established the Food and Drug Administration. WHERE'S THE BEEF?!

“... the history of the oil business since the South Improvement Company identified the Standard Oil Company with that organization, and framed the specific complaint of the oil men, as follows: “The railroad companies have combined with an organization of individuals known as the Standard Ring; they give to that party the sole and entire control of all the petroleum refining interest and petroleum shipping interest in the United States, and consequently place the whole producing interest entirely at their mercy. If they succeed they place the price of refined oil as high as they please. It is simply optional with them how much to give us for what we produce...”

...Mr. Rockefeller . . . secured an alliance with the railroads to drive out rivals. For fifteen years he received rebates of varying amounts on at least the greater part of his shipments, and for at least a portion of that time he collected drawbacks of the oil other people shipped; at the same time he worked with the railroads to prevent other people getting oil to manufacture, or if they got it he worked with the railroads to prevent the shipment of the product. If it reached a dealer, he did his utmost to bully or wheedle him to countermand his order. If he failed in that, he undersold until the dealer, losing on his purchase, was glad enough to buy thereafter of Mr. Rockefeller.

. . . There is no independent refiner or jobber who tries to ship oil freight that does not meet incessant discouragement and discrimination. . . “If I get a barrel of oil out of Buffalo,” an independent dealer told the writer not long ago, “I have to sneak it out. There are no public docks; the railroads control most of them, and they won’t let me out if they can help it. If I want to ship a car-load they won’t take it if they can help it. They are all afraid of offending the Standard Oil Company.”...



2. Ida Tarbell

Identify the author:

Identify three details from the text that would support why this was a problem in America.

What problem was being exposed?

“The History of the Standard Oil”

Is this is social, political, or economic problem?

Ida Tarbell exposed Rockefeller's ruthless tactics and their destructive effect on smaller oil businesses. Her book failed to mention that her brother ran a competing oil company, the Pure Oil Company. Tarbell's exposé fueled negative public sentiment against Standard Oil and was a contributing factor in the U.S. government's antitrust actions against the Standard Oil Trust which eventually led to its breakup in 1911.

“LONG ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and crowding below were so great, and the consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to inquiring what was the matter. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance...

...To-day three-fourths of its people live in the tenements, and the nineteenth century drift of the population to the cities is sending ever-increasing multitudes to crowd them. The fifteen thousand tenant houses that were the despair of the sanitarian in the past generation have swelled into thirty-seven thousand, and more than twelve hundred thousand persons call them home...

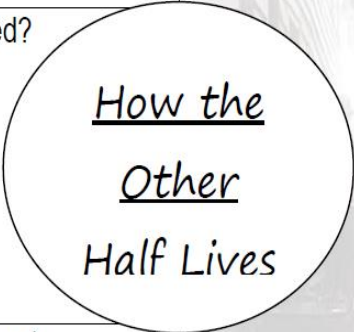
...in the tenements all the influences make for evil; because they are the hot-beds of the epidemics that carry death to rich and poor alike; the nurseries of pauperism and crime that fill our jails and police courts; that throw off a scum of forty thousand human wrecks to the island asylums and workhouses year by year; that turned out in the last eight years a round half million beggars to prey upon our charities; that maintain a standing army of ten thousand tramps with all that that implies; because, above all, they touch the family life with deadly moral contagion. This is their worst crime, inseparable from the system. ~ How the Other Half Lives, by Jacob Riis 1890

3. Jacob Riis

Identify the author:

Identify three details from the text that would support why this was a problem in America.

What problem was being exposed?



Is this is social, political, or economic problem?



How the Other Half Lives: Studies Among the Tenements of New York explained not only the living conditions in New York slums, but also the sweatshops run in some tenements paying its workers only a few cents a day. The book explains the plight of working children; they would work in factories and at other jobs.

“The typical business man is a bad citizen; he is busy. If he is a “big business man” and very busy, he does not neglect, he is busy with politics, oh, very busy and very businesslike. I found him buying boodlers in St. Louis, defending grafters in Minneapolis, originating corruption in Pittsburgh, sharing with bosses in Philadelphia, deploring reform in Chicago, and beating good government with corruption funds in New York. He is a self-righteous fraud, this big business man. He is the chief source of corruption, and it were a boon if he would neglect politics. . .

...This is no figure of speech. The honest citizens...have no more rights at the polls than the Negroes down South. Nor do they fight very hard for this basic privilege. You can arouse their Republican ire by talking about the black Republican votes lost in the Southern States by white Democratic intimidation, but if you remind the average [citizen] that he is in the same position, he will look startled, then say, “That’s so, that’s literally true, only I never thought of it in just that way.” And it is literally true.

... [Political bosses control] the whole process of voting, and practices fraud at every stage. The assessor’s list is the voting list, and the assessor is the [boss’s] man. . . .The assessor pads the list with the names of dead dogs, children, and non-existent persons.... ...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 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 Shame of the Cities, by Lincoln Steffens 1904

4. Lewis Hine & Lincoln Steffens

Identify the author:

Identify three details from the text that would support why this was a problem in America.

What problem was being exposed?

The Shame
of the
Cities

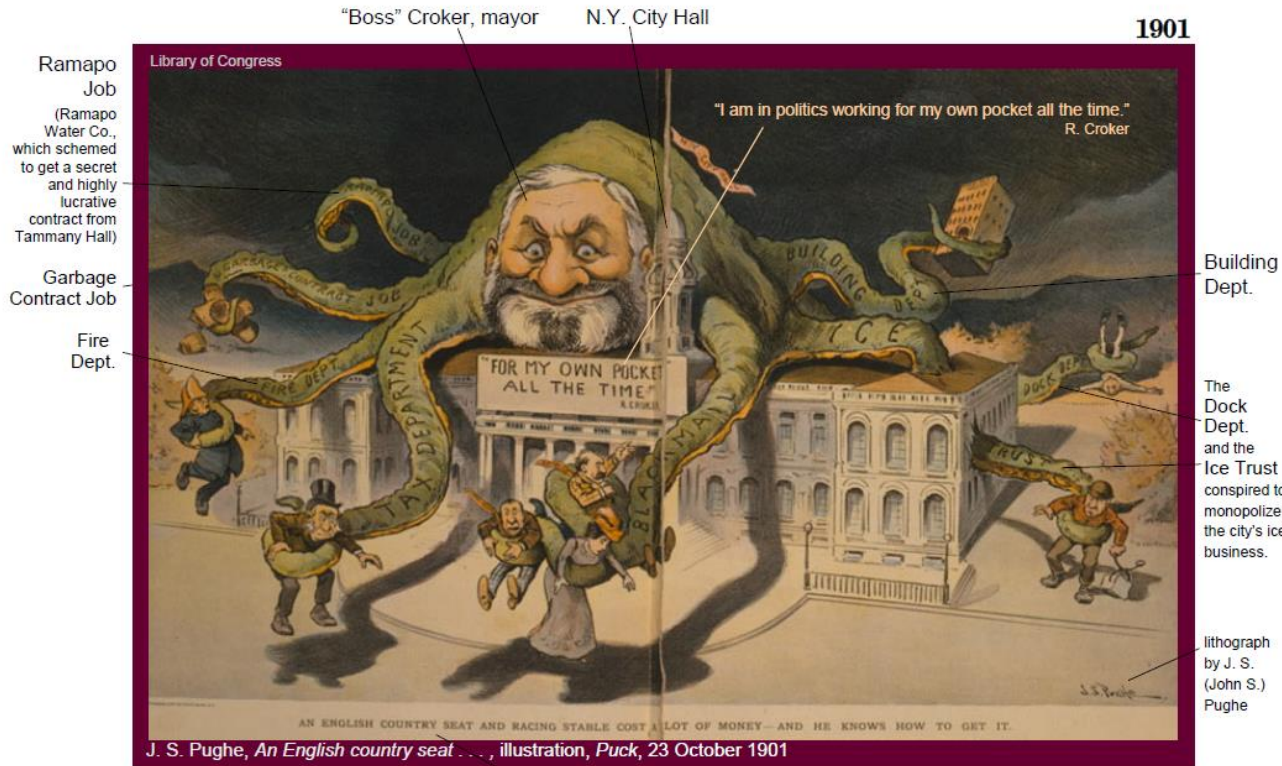
Is this is social, political, or economic problem?

In 1907, Hine became the photographer for the National Child Labor Committee (NCLC). Over the next decade, Hine documented child labor in American industry to aid the NCLC's lobbying efforts to end the practice. He took all these pictures to show the country the cruelties of child labor. **GET BACK TO WORK!!!!**

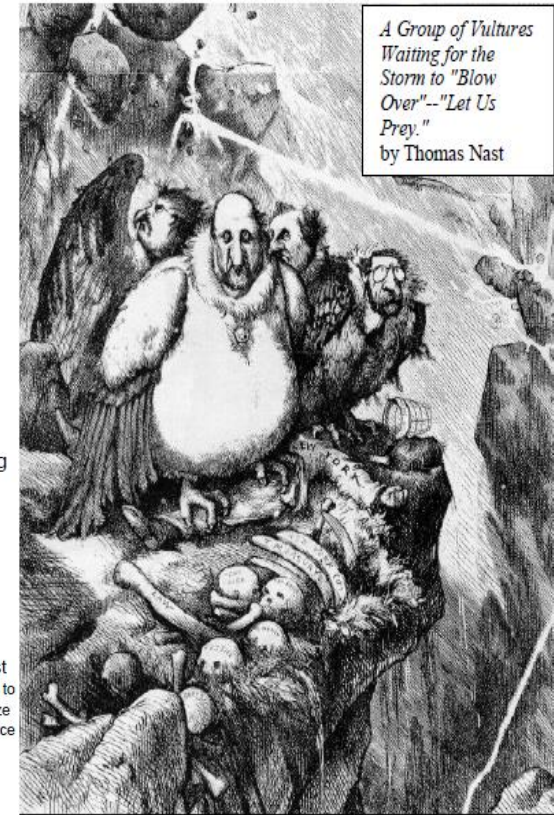


Date	Percentage of Children Between the Ages of 10 and 15 Who Worked
1890	18.1
1900	18.2
1910	15.0
1920	11.3

5. THOMAS NAST



"An English country seat and racing stable cost a lot of money — and he knows how to get it."
 (Croker purchased an 18th-century estate in England, Antwicks Manor, where he kept a stable of racing horses.)



Nast's drawings were instrumental in the downfall of Boss Tweed, who so feared Nast's campaign that an emissary was sent to offer Thomas Nast a \$500,000 bribe to "drop this Ring business" and take a trip abroad. Declining the offer, Nast pressed his attack, and Tweed was arrested in 1873 and convicted of fraud. When Tweed attempted to escape justice in December 1875 by fleeing to Cuba and from there to Spain, officials in Vigo, Spain were able to identify the fugitive by using one of Nast's cartoons.

Political Reforms

1.	5.
2.	6.
3.	7.
4.	8.

V. Changes in the City

Expanding Education In 1865 Americans spent an average of four years in school. Many leaders and reformers viewed education as the key to the nation’s progress. Most states required some education by 1914. More than 80 percent of all children between the ages of 5 and 17 attended elementary and secondary schools. African Americans in the South received very little education if any. African Americans who did attend school went to segregated schools.

The “progressive education” movement influenced schools around 1900. The progressive philosophy included instruction in character development and citizenship. John Dewey believed effective instruction included hands-on activities, rather than rote memorization. He believed learning should be relevant to the students’ interests, problems, and concerns.

The Morrill Act of 1862 and charitable donations by wealthy individuals helped establish new colleges and universities. States sold federal land granted to them under the terms of the Morrill Act. They used the money from the land sales to start colleges known as *land-grant colleges*. Private colleges and universities were established by wealthy donors such as Ezra Cornell (Cornell University) and Leland Stanford (Stanford University). College opportunities for women increased. Women were welcome to attend land-grant colleges and private universities established for women. In the late 1800s, the women’s colleges, Vassar, Wellesley, Smith, and Bryn Mawr, were established. Almost 40 percent of all American college students were women by 1910.

New colleges, such as the Hampton Institute in Virginia, were established for African Americans and Native Americans. In 1881 Booker T. Washington, an educator and graduate of Hampton Institute, founded the Tuskegee Institute in Alabama. African Americans received a practical education and teacher training at the Tuskegee Institute.

Schools were established to train Native Americans for jobs. Some of these schools were boarding schools. They were often far away from a student’s family. Children who went to boarding schools were isolated from the tribal traditions. In 1879 the Carlisle Indian Industrial School was founded in Pennsylvania. Other schools opened in the West.

We propose . . . “effective legislation to prevent industrial accidents, occupational diseases, overwork, and unemployment . . . to fix minimum standards of health and safety in industry . . . and to provide a living wage throughout industry. . . .”

— Progressive Party platform (1912)

CRQ: State two reforms that were proposed in the Progressive Party platform of 1912

CRQ: Why was there a renewed interest in education and higher learning?

Expanding Democracy The governor of Wisconsin in the early 1900s was Robert La Follette. He supported reform and brought changes to the state. He raised taxes for corporations and improved the civil service. He especially brought changes to the electoral process in the state. Candidates had been chosen at state conventions. Party bosses ran the conventions. La Follette started the direct *primary*. This allowed the voters to choose the candidate for their party. The Wisconsin reform spread to other states. The state of Oregon also made reforms in the political process. They started the *initiative*, which allowed citizens to place a measure or an issue on the ballot in a state election. The *referendum* was established. It let voters accept or reject measures that the state legislature enacted. Voters were able to remove unsatisfactory elected officials from their jobs by the *recall*. These reforms were known as the Oregon System. Other states in the West soon followed Oregon's example. Progressive supporters wanted people to vote for their senators directly. The Constitution gave the state legislature that responsibility. Party bosses and businesses often controlled the selection. The Seventeenth Amendment gave the people a chance to vote for their representatives directly.

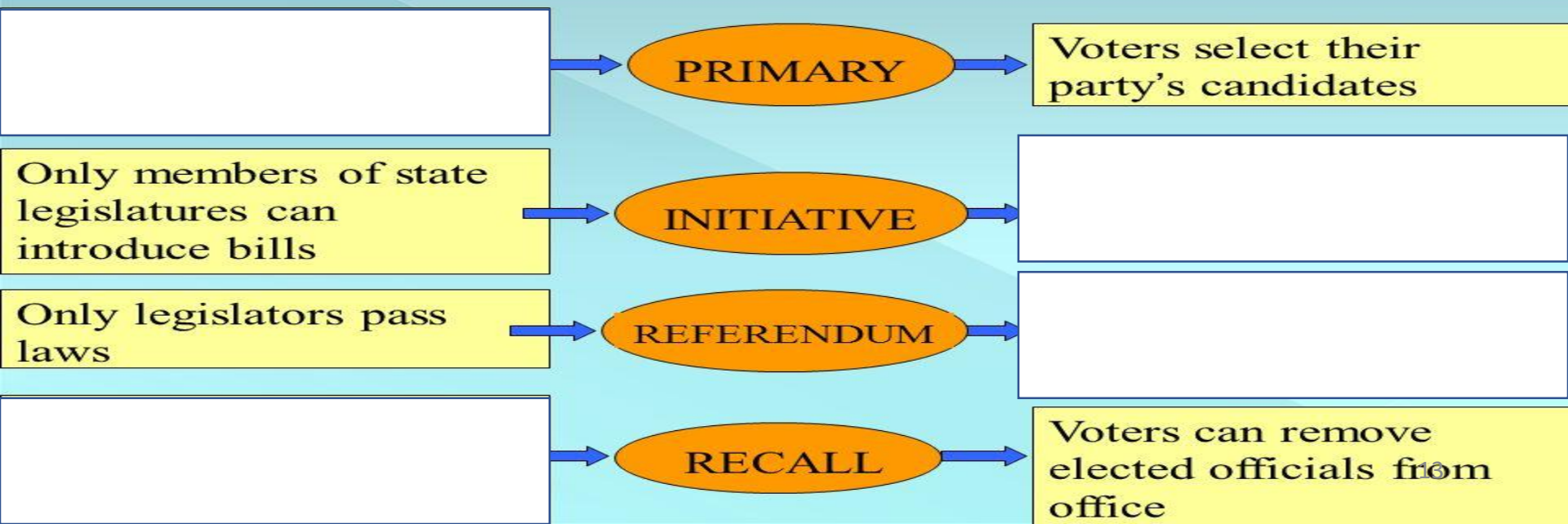
CRQ: How did Wisconsin lead reforms in the electoral process?

The initiative and referendum are considered democratic reforms because they

- A. permit citizens to have a more direct role in lawmaking
- B. let all registered voters select their state's presidential electors
- C. extend the right to vote to 18-year-old citizens
- D. allow residents of one state to bring lawsuits against residents of another state

Objective: To examine the major political reforms of the Progressive Era.

Graphic Organizer: Progressive Political Reforms



**“Governor Defeated in Recall Election”
 “Referendum Held on Term Limits”
 “Conservationists Propose Initiative on National
 Parks”**

The Senate of the United States shall be composed of two senators from each state, chosen by the legislature thereof, for six years; and each senator shall have one vote.

— United States Constitution (1787)

The Senate of the United States shall be composed of two senators from each state, elected by the people thereof, for six years; and each senator shall have one vote.

— 17th Amendment to the United States Constitution (1913)

CRQ: According to the documents above, how did the 17th Amendment make the selection of United States senators more democratic?

These headlines are all examples of Progressive Era reforms designed to

- A. place more power in the hands of the voters
- B. strengthen the power of state legislatures
- C. decrease States rights and increase federal power
- D. exclude specific ethnic groups from the political process

16th

17th

Speaker A: Feeding and clothing the poor is a mistake. Just as nature weeds out unfit members, a capitalist society should be allowed to do the same.

Speaker B: To provide for the common good and protect the people, the government should pass laws to prevent the sale of alcohol.

Speaker C: To promote economic growth, the government should expand United States markets overseas.

Speaker D: Since transportation is a public necessity, the government should own and operate the railroads in the public interest.

Which third party held beliefs most similar to those expressed by Speaker D?

- (1) Know-Nothing
- (2) Greenback
- (3) Populist
- (4) Bull Moose

Under the 19th amendment (women's suffrage) women finally got the right to vote – the women's suffrage movement started in Seneca Falls, NY – Susan B. Anthony and Elizabeth Cady Stanton became a major leaders in the women's rights movement

Women's Roles Change - By the late 1800s, the role of women was changing in America. More women were going to college. They were pursuing careers in teaching, nursing, medicine, and other areas. The "new woman" became the term for the woman who followed interests outside the home. Women such as Jane Addams used their abilities to help people in need. Many of these women became writers, speakers, fund-raisers, and reformers. They served as examples to many other women.

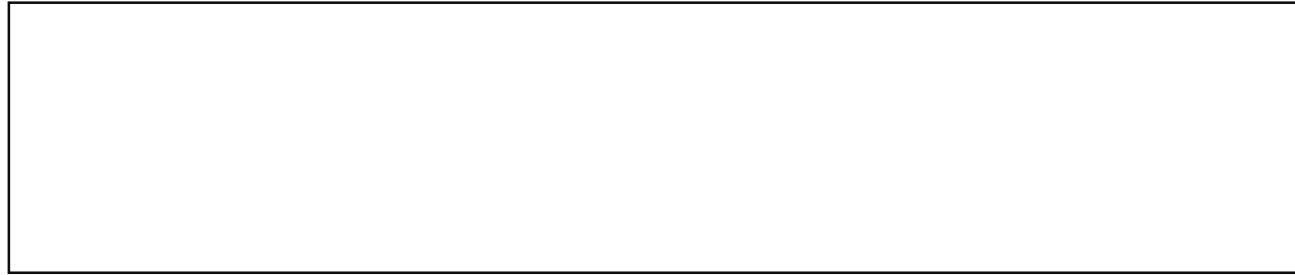
Women's clubs soon gained popularity. The clubs started by focusing on cultural events. The clubs shifted to become involved in addressing social problems. The women's clubs offered chances for self-improvement. The members could continue their education or learn new skills. Some clubs refused African American women. African American women then developed their own clubs. Together the clubs formed the National Association of Colored Women. This association created homes for orphans and founded hospitals. It also worked for woman suffrage.

CRQ: How did African American women respond when rejected from some women's clubs?

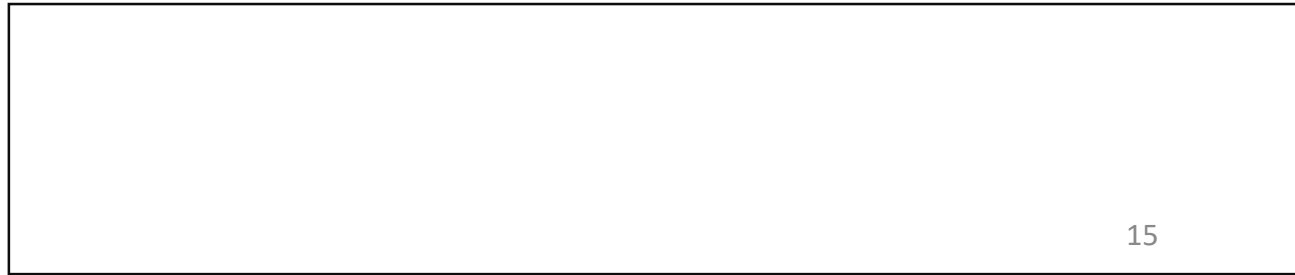


18th amendment ban the sale of alcohol – politicians sited increased spousal abuse, crime, and lack of productivity as the main reasons – a distillery is forced to close

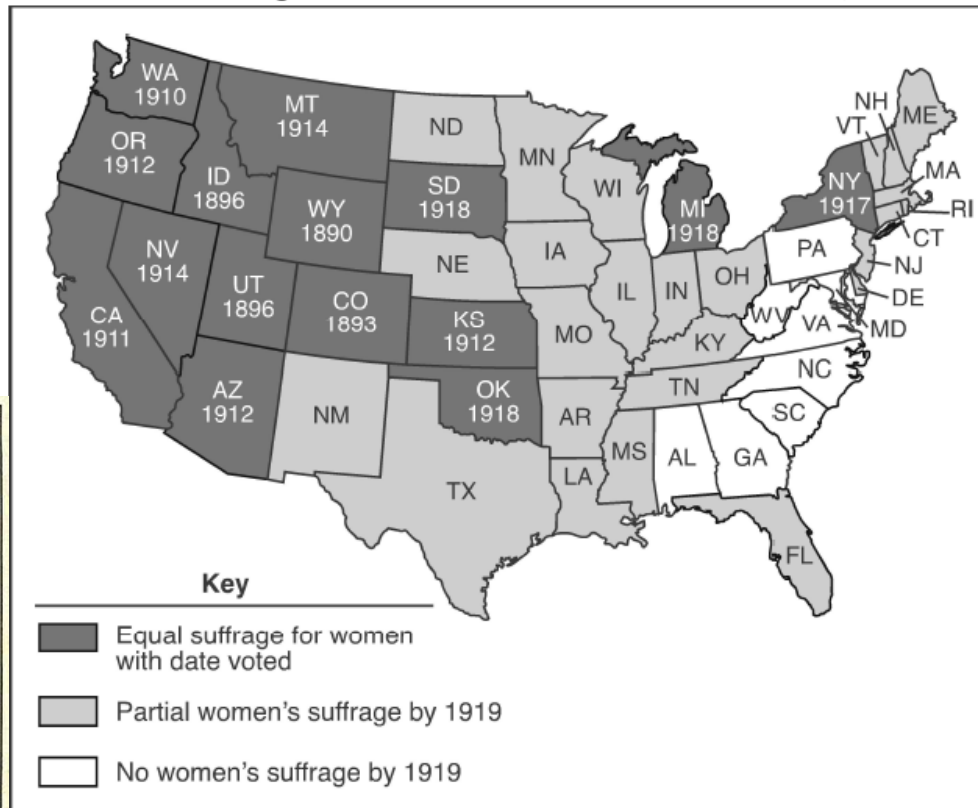
18th



19th



Women's Suffrage Before Ratification of the 19th Amendment, 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

CRQ: Which event allowed all women in the United States the right to vote?

CRQ: According to the Map, Which region or section of the country led the way in recognizing a woman's right to vote?

... We have been obliged to preach woman's rights, because many, instead of listening to what we had to say on temperance, have questioned the right of a woman to speak on any subject. In all courts of justice and legislative assemblies, if the right of the speaker to be there be questioned, all business waits until that point be settled. Now, it is not settled in the mass of minds that woman has any rights on this footstool, and much less a right to stand on an even pedestal with man, look him in the face as an equal, and rebuke the sins of her day and generation. Let it be clearly understood, then, that we are a woman's rights Society; that we believe it woman's duty to speak whenever she feels the impression [urge] to do so; that it is her right to be present in all the councils of Church and State. The fact that our agents are women, settles the question of our character on this point. . . .



THE LAST FEW BUTTONS ARE ALWAYS THE HARDEST.
—Chapin in the St. Louis Star.

CRQ: According to this political cartoon, what struggle were women facing in achieving suffrage?

What was a major reason most western states granted women suffrage prior to the adoption of the 19th amendment?

- Western states had more college-educated women than eastern states.
- Women outnumbered men in states west of the Mississippi River.
- A majority of western states had legislatures controlled by women.
- The important roles played by frontier women promoted equality.

The Traditional Role of Women:

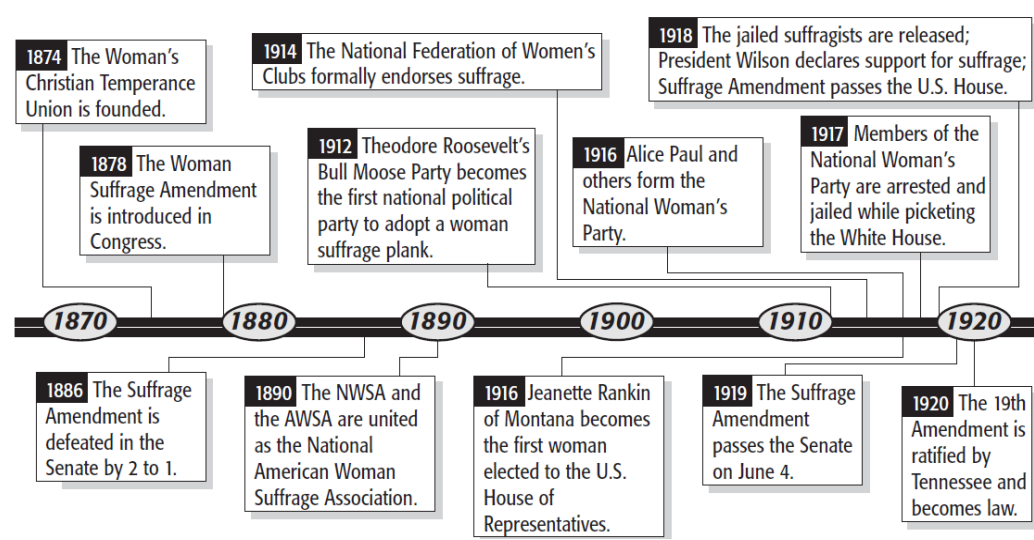
- The U.S. was a patriarchal society
- Men held positions of authority and women were considered inferior
- Women were excluded from public life
- In the early 19th century, no American college would accept women
- In most states, once a woman married she lost control of her property and wages to her husband

The Seneca Falls Convention, 1848:

- The abolitionist movement helped trigger the movement for women's rights
- In 1848, Elizabeth Cady Stanton and Lucretia Mott, organized a Women's Rights Convention in Seneca Falls, New York
- This event is often seen as the start of the Women's Rights Movement in the United States
- Paraphrasing the Declaration of Independence: "all men and women are created equal..."

Changing Roles for Women:

- Industrialization brought important changes to the traditional role of women
- Free public schools became open to both boys and girls
- A few special colleges opened for women
- Inventions such as the sewing machine, typewriter, and telephone added new job opportunities for women
- New labor-saving devices (washing machines, etc.) helped reduce housework



CRQ: When was women's right of suffrage first introduced?

CRQ: In which year was the federal amendment granting national women's suffrage first introduced in Congress?

The Women's Rights Movement of the late 19th century focused its efforts on securing

- A. Cabinet positions for women
- B. The reform of prisons
- C. Equal rights for all minorities
- D. Suffrage for women

The Seneca Falls Convention of 1848 was mainly concerned with

- A. ending slavery in all the state
- B. reducing consumption of alcoholic beverage
- C. improving treatment of the mentally ill
- D. expanding women's rights

The abolitionist movement, the women's suffrage movement, and the 1960's civil rights movement are all examples of reform efforts that

- A. succeeded without causing major controversy
- B. developed significant popular support
- C. achieved their goals without government action
- D. failed to affect the nation as a whole

Rise of the Socialist Party

3rd Party--developed in 1901 dedicated to working class.

Controlling Business

In the late 1800s, many people were concerned that *trusts*, or combinations of companies, were becoming too strong. They thought these trusts controlled the economy and the government. Congress passed the Sherman Antitrust Act in 1890. It was the first law to control trusts. Supporters hoped it would allow more competition between businesses. It took about 10 years for the Sherman Act to be used against trusts. A few large companies controlled the railroads. They alone determined rates for travel.

Congress passed the Interstate Commerce Act in 1887. This act said that railroads had to have fair rates. Those rates also had to be published. The Interstate Commerce Commission was created to supervise the railroads.

High tariffs on products from other countries caused higher prices. Republicans supported the high tariffs. They thought it would protect American businesses. The reformers and the Democrats wanted lower tariffs. Grover Cleveland became president in 1893. He won the election in part because he supported lower tariffs.

CRQ: How did the government gain control over powerful businesses?

The Supreme Court cases of *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886) and *United States v. E. C. Knight Co.* (1895) were based on laws that were intended to

- A. limit the power of big business
- B. support farmers' efforts to increase the money supply
- C. maintain a laissez-faire approach to the economy
- D. improve working conditions for immigrants

Theodore Roosevelt - Theodore Roosevelt became the vice president under President William McKinley. Some Republican leaders were not supportive of Theodore Roosevelt. Within his first year in office, President McKinley was assassinated. Theodore Roosevelt became the youngest president at age 42. President McKinley had supported big business. Roosevelt actively supported the Progressive movement.

In 1902 the Justice Department brought a suit against the Northern Securities Company. The company was a railroad monopoly that controlled transportation in the Northwest. The Supreme Court said that the business had violated the Sherman Antitrust Act by limiting trade. It ordered that the trust be taken apart. During his term, Roosevelt brought legal charges against 25 trusts in beef, oil, and tobacco. Roosevelt was called a *trustbuster* because he broke up so many trusts. He claimed that all trusts should not be broken, but should be regulated. The trusts that benefited the public should remain in place.



Teddy Roosevelt became known as the trustbuster for breaking up trusts in America

Progressive Presidents

I. Theodore Roosevelt (_____)



2. 1st Trust Busting Case



3. Political Platform

Which statement about President Theodore Roosevelt's Square Deal is an opinion rather than a fact?

- A. The Square Deal included policies to increase railroad regulation.
- B. Consumer protection was an element of the Square Deal.
- C. Square Deal policy made distinctions between good and bad trusts.
- D. The Square Deal was superior to any other president's program.

4. Expanded Interstate Commerce Act 1887

5. Meat Inspection Act 1906

6. Pure Food & Drug Act 1906

In 1902 the United Mine Workers went on strike. The strike involved over 100,000 miners. The miners demanded better pay, a shorter workday, and union recognition. The mine owners were unwilling to negotiate with the miners. The coal strike grew more serious as winter came. President Roosevelt invited the representatives from both sides to a meeting at the White House. The mine owners were still unwilling to negotiate. Roosevelt threatened to send federal troops to the mines to produce coal. It was the first time a president made threats to use force on the side of the strikers. The owners agreed to **arbitration**, settling the dispute by agreeing to accept the decision of an impartial outsider. Mine workers won the pay increase and a shorter workday. They did not gain union recognition.

In the election of 1904, Roosevelt ran for president. He promised to offer people a **square deal**, fair and equal treatment for all. The square deal included increased regulations for businesses. Most previous presidents treated businesses with a **laissez-faire** attitude. *Laissez-faire* is a French term meaning “let people do as they choose.” Roosevelt backed the Meat Inspection Act and the Pure Food and Drug Act. Both of these acts allowed the government to enter businesses and inspect products. **Conservation**, or the protection and preservation of natural resources, was another interest of President Roosevelt. He wanted to save the natural resources in the country. He urged Congress to set aside millions of acres of forests. He also created the first wildlife sanctuaries. In 1905 he introduced the U.S. Forest Service. Roosevelt tried to strike a balance between the interests of businesses and conservation.

Upton Sinclair's book influenced Teddy Roosevelt to propose new laws to Congress that regulated the meat industry



CRQ: How did President Roosevelt get the mine owners to negotiate during the coal strike?

CRQ: What political Platforms did Roosevelt take in the election of 1904?

II. William Taft (1909-1913)

1. Poor Politician

2. Taft's Accomplishments

William Howard Taft

Roosevelt decided not to run for president in 1908. Roosevelt chose William Howard Taft to run for president. Taft continued and surpassed many of Roosevelt's Progressive goals. Progressives supported taxing the income of people. They believed it was a way to raise money for the federal government. The income tax would allow the government to lower tariffs. The Progressives thought the high tariffs on products were creating hardships for the poor. Taft supported the Sixteenth Amendment that gave Congress the power to tax income.

Taft did not work to lower tariffs. He favored businesses when making conservation decisions. Roosevelt was frustrated with Taft. He decided to run against Taft for the Republican nomination for president. Roosevelt had many supporters and won the primaries. Taft had the support of the Republican Party leaders. Big businesses also supported Taft. Taft won the Republican nomination. Roosevelt and his followers started a new party, the Progressive Party. They nominated Roosevelt as their candidate.

The split in the Republican Party led to the election of Democrat Woodrow Wilson. Wilson had criticized big business and big government. He convinced Congress to lower tariffs on essential goods such as sugar, wool, steel, and farm equipment. The income lost from the tariffs would be regained through the new income tax. The government gained control over the banking industry. Congress passed the Federal Reserve Act to regulate banking. Any national bank was required to follow the rules of the Federal Reserve System. Wilson worked to gain more governmental control over businesses. The Federal Trade Commission was started in 1914. The commission would investigate unfair trade operations. The Clayton Antitrust Act of 1914 increased the power of the government in fighting trusts. By the end of Wilson's term, many Progressive goals had been achieved.

CRQ: Why did Roosevelt choose to run against Taft in the election of 1912?



Woodrow Wilson (1913-1921)

CRQ: Why was an Amendment necessary for the implementation of a Graduated Income Tax?

CRQ: Why is it important to regulate money in circulation?

CRQ: Of all of these changes, what was the most significant change implemented by Wilson's New Freedom?

To improve distribution of money and guarantee an adequate money supply, President Woodrow Wilson asked Congress to

- A. eliminate the gold standard
- B. limit foreign investment
- C. provide insurance for bank deposits
- D. establish the Federal Reserve System

Woodrow Wilson's Legislative Record

Underwood Tariff (1913):

- Wilson believed that high tariffs benefited rich monopolists but hurt average Americans
- He enacted a law lowering tariffs by 25%
- To make up for the lost revenue, he introduced the nation's first income tax

Graduated Income Tax (1913):

- In a graduated income tax, rich taxpayers are taxed at a higher rate than less well-off taxpayers
- The original Constitution did not permit Congress to tax individuals on their income
- The Sixteenth Amendment, ratified in 1913, gave Congress the power to tax personal income

The Federal Reserve Act (1913):

- The act reformed the banking industry by establishing 12 regional Federal Reserve Banks to serve as "banker's banks"
- The act further allowed the Federal Reserve to regulate the money in circulation by controlling the amount of money that banks could lend

Antitrust Legislation:

- In 1914, Congress passed the Clayton Antitrust Act increasing the federal government's power to prevent unfair business practices
- In addition, the Federal Trade Commission Act was created to further protect consumers against unfair business practices by corporations

Supporters of a graduated national income tax argued that it was the fairest type of tax because the

- A. rate of taxation was the same for all person
- B. rate of taxation increased as incomes rose
- C. income tax provided the most revenue for the gov't
- D. income tax replaced state and local government taxes

Reading: What is the purpose of the Federal Reserve System? ~ federalreserve.gov

“The Federal Reserve System, often referred to as the Federal Reserve or simply ‘the Fed,’ is the central bank of the United States. It was created by the Congress to provide the nation with a safer, more flexible, and more stable monetary and financial system. The Federal Reserve was created on December 23, 1913, when President Woodrow Wilson signed the Federal Reserve Act into law. Today, the Federal Reserve’s responsibilities fall into four general areas.

- Conducting the nation’s monetary policy by influencing money and credit conditions in the economy in pursuit of full employment and stable prices.
- Supervising and regulating banks and other important financial institutions to ensure the safety and soundness of the nation’s banking and financial system and to protect the credit rights of consumers.
- Maintaining the stability of the financial system and containing systemic risk that may arise in financial markets.
- Providing certain financial services to the U.S. government, U.S. financial institutions, and foreign official institutions, and playing a major role in operating and overseeing the nation's payments systems.

CRQ: Why does the Federal Reserve supervise and regulate banks?

CRQ: How does the Federal Reserve use interest rates to control the money supply?



CRQ: Which of Wilson’s legislative actions is portrayed here? Explain

IV. Conservation

1. T.R.

2. Wilson's

CRQ: How does the early conservation goal of "wise use" differ from today's goal of "sustained yield"?

Linking Past and Present Activity 8

Conserving the Forests



To the early settlers, the country's forests appeared to go on forever. The settlers cut trees for fuel, housing, and farms. As they migrated west, they viewed forests as natural barriers to be overcome rather than as valuable resources to be conserved.

The settlers had only hand tools with which to tame the wilderness. The machines and power-driven tools of the Industrial Revolution, however, increased humans' ability to affect their environment. Loggers destroyed huge forest areas by using wasteful cutting methods. Wood-products factories consumed trees without replacing them.

By the early 1900s, enough people became alarmed over resource depletion to turn *conservation* into a national movement. The goal of conservation was to make wise use of natural resources for human benefit and to avoid waste. Even so, people viewed plants and animals as tools for human welfare rather than living things with value of their own.

In 1891 Congress authorized the president to set aside areas as forest reserves. By the early 1900s, President Roosevelt had protected millions of acres of national forests. In 1908 he held a conference to discuss resource policy. Out of the conference emerged the *principle of multiple use*. It declared that public lands would be managed to serve many benefits, not just business interests. In 1911 this principle became law with the passage of the Weeks Act.



Today foresters manage timber resources to achieve *sustained yield*, or a balance between harvest and growth of trees, to ensure a continuing supply. *Silviculture* is the science of growing and harvesting trees for sustained yield. Scientists must know how different types of trees grow in different climates and soils.

A new conservation philosophy has begun to emerge as well. Many people now believe that plants and animals have a right to exist, and that a respect for nature should underlie conservation laws.

People have also come to understand that *deforestation*, or the destruction of forests, affects more than the supply of lumber. Forests soak up rain water, preventing it from washing the soil away. Forests are also part of natural *ecosystems* that encompass all the living things within them and their environment. Deforestation destroys the habitat on which the plants and animals depend. The Office of Environmental Policy, established in 1993, manages entire ecosystems to

benefit all species within them, rather than trying to protect each threatened species individually.

Today forest managers try to balance economic, environmental, and enjoyment values of the forests. They try to ensure a steady supply of raw materials to the wood-products industry, while preserving natural ecosystems and the natural beauty of the forests for hikers and campers to enjoy.



Comparing The Progressive Presidents

- 1. Democrat
- 2. Republican
- 3. Progressive Party (Bull Moose Party)
- 4. Sponsored the “New Freedom”
- 5. Sponsored the “New Nationalism”:
- 6. Was a “Trust-Buster”
- 7. Claimed to be a “Progressive”
- 8. Wanted to give the federal government new powers to protect American consumers/workers
- 9. Wanted to destroy “Bad” Trusts but only regulate “Good” Trusts
- 10. Was so fat, they had to make a specially designed bathtub for the White House.
- 11. Passed Underwood Tariff (which lowered tariffs 11%)
- 12. Was a former Vice-President
- 13. Wanted to break up all trusts, regardless of whether or not they limited competition
- 14. Supported Payne-Aldrich Tariff (after promising Progressives that he wouldn’t)
- 15. Gave up the presidency in 1908 so he could hunt big game in Africa
- 16. Supported the creation of the Federal Reserve System
- 17. Signed the Clayton Anti-Trust Act
- 18. Supported the “strenuous life” of exercise and activity
- 19. Supported the creation of the Federal Trade Commission to enforce anti-trust legislation.
- 20. Called for a “Square Deal” for business, labor, and consumers
- 21. Was a former history professor at Princeton University
- 22. Negotiated an end to the 1902 Coal Strike
- 23. Created the National Conservation Commission
- 24. Appointed Gifford Pinchot as head of U.S. Forest Service
- 25. Fired Gifford Pinchot, Chief of U.S. Forest Service
- 26. Supported Conservation Measures
- 27. Believed in using experts to make and carry out policy
- 28. Ran in the 1912 Presidential Election

16th Amendment:
17th Amendment:
18th Amendment:
19th Amendment:
20th Amendment:
Clayton Anti-Trust Act:
direct primary elections:
Division of Forestry:
Federal Reserve Act:
initiative, voter:
Interstate Commerce Act:
Meat Inspection Act:
National Reclamation Act:
National Park System:
Pendleton Civil Service Act:
Pure Food & Drug Act:
recall, voter:
referendum, voter:
Sherman Anti-Trust Act:
Workingman’s Compensation Act:

Comparing the Progressive Presidents

Theodore Roosevelt



Woodrow Wilson

William Taft

Problem Before the Reform	The Reform(s)
<p align="center">Spoils System/Patronage</p> <p>Victorious candidates used the spoils system to give government positions to friends and supporters. But many of these people lacked the qualifications necessary for doing a good job.</p>	
<p align="center">Voters Don't Select Candidates</p> <p>Candidates running for office were usually chosen by a small group of party leaders. Voters had no say in who the candidates would be.</p>	
<p align="center">Election Fraud</p> <p>Political leaders often lined up voters who were willing to be bought and gave them ballots on easily identifiable colored paper. Counterfeiting ballots, stuffing ballot boxes, and other illegal practices were widespread.</p>	
<p align="center">Political Machines & Party Bosses</p> <p>In New York City and other large urban areas, party bosses controlled strong political machines. Favors were done for people in return for their votes. Bribes were regularly accepted. "Boss" Tweed of New York was the worst of the corrupt politicians, stealing an estimated \$30 million or more of the taxpayer's money.</p>	
<p align="center">High Railroad Rates</p> <p>In spite of the Interstate Commerce Act, railroad rates remained excessively high. Railroad companies found ways to avoid charging lower rates set by Interstate Commerce Commission.</p>	
<p align="center">Poor Working Conditions</p> <p>Workers, including women and children, were on the job 12 to 14 hours a day, six or seven days a week. Wages were terribly low. Bad working conditions often caused illness and accidents.</p>	
<p align="center">Little Coordination/Regulation in Banking</p> <p>It was difficult for the Federal Government to help ease economic recession by increasing the supply of money in circulation because banks acted independently. Also, state banking regulation varied widely & some banks were allowed to operate in irresponsible ways.</p>	
<p align="center">Monopolies</p> <p>Many big businesses became monopolies or trusts. One company, or several</p>	27

Problem Before the Reform	The Reform
<p align="center">Tainted Food and Medicine</p> <p>Terrible conditions existed in the food processing industry. Upton Sinclair, a muckraker, told how packing houses often kept meat on dirty floors. He found that chopped meat sometimes contained rat hairs, wood splinters, bits of rope, or pieces of spoiled meat.</p>	
<p align="center">Pollution & Environmental Destruction</p> <p>Wilderness areas were being ruined. Great buffalo herds disappeared, the passenger pigeon became extinct, and other forms of wildlife were threatened. Government land and mineral resources were either sold cheaply or given away.</p>	
<p align="center">Unfair Taxation System</p> <p>Taxes were usually based on the amount of property a person owned. But many wealthy people hid some of their property from the government. Consequently, they did not pay their fair share of the taxes being collected.</p>	
<p align="center">Indirect Election of Senators</p> <p>The two Senators that each state sent to Congress were chosen by the members of the various state legislatures.</p>	
<p align="center">Suffrage Restricted to Males</p> <p>Only male citizens 21 or older could vote. In 1869 Susan B. Anthony and Elizabeth Cady Stanton founded the National Woman Suffrage Association which campaigned for the right of women to vote.</p>	
<p align="center">Alcohol Abuse</p> <p>Excessive alcohol abuse, especially by workers. It lowered worker efficiency when workers took off “Saint Monday” (when Monday becomes a holiday because you’re still drunk from the weekend)</p>	
<p align="center">Irresponsiveness of Elected Officials to Public Opinion</p> <p>Elected officials sometimes disregarded the needs and desires of the people. While citizens could petition government, they could not propose a law unless it was sponsored by a legislator. There was also increasing concern about corruption among legislators and citizens wanted to pass some laws through direct votes.</p>	
<p align="center">“Lame Duck” Presidents</p> <p>Since Presidents were elected in November and took office in March, they had several months to take unpopular actions without much political consequence.</p>	<p align="right">28</p>

DBQ - Progressive Era Reform

- This question is based on the accompanying documents (1-10). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.
- **Historical Context:** The Progressive movement that began in the late 1800s was an attempt to bring about governmental reforms and to correct injustices in American life.
- **Task:** Using information from the documents and your knowledge of United States history and government, answer the questions that follow each document. Your answers to the questions will help you write the response below, in which you will be asked to:
 - Discuss specific problems or injustices that were present in American life during the late 1800s and early 1900s
 - Explain how reforms proposed during the Progressive Era attempted to address these problems
 - Determine how your assigned character/ role would assess these Progressive reforms

Groups

- Reformers
- Workers
- Social Critics/Populists
- Politicians
- Capitalists

1a. State two conditions that Jacob Riis' photograph shows about life in cities in the late 1800s

2A. Identify one industrial abuse that is described in this passage from *The Jungle*.

1b. Determine how your assigned character/ role would interpret this document

2b. Determine how your assigned character/ role would interpret this document

3a. Which type of labor-related action is best described in this song?

3A. According to the chart, how did the percentage of working children between the ages of 10 and 15 change from 1890 to 1920?

3b. Determine how your assigned character/ role would interpret this document

4b. Determine how your assigned character/ role would interpret this document

5A. According to Thomas Nast's cartoon, what impact do trusts have on American liberty?

6a. Describe the common purpose of the legislative acts in the table above.

5B. How would your assigned character/ role interpret this document

6b. Determine how your assigned character/ role would interpret this document

7A. What did Theodore Roosevelt say should be done to corporations that operate with little or no consideration for the public good?

8a. According to the cartoon, what was President Roosevelt's position on trusts?

7B. How would your assigned character/ role interpret this document

8b. Determine how your assigned character/ role would interpret this document

9a. How did the 17th Amendment make the selection of United States senators more democratic?

10a. What argument was used by Susan B. Anthony to support the demand that women be given the right to vote?

9b. Determine how your assigned character/ role would interpret this change

10b. Determine how your assigned character/ role would interpret this document

Thesis:

Main Idea #1: _____

Document that relates to Main Idea : _____

Summary of Document:

Document that relates to Main Idea : _____

Summary of Document:

Outside Information that relates to the Main Idea:

Historical Significance / So What/ Lasting Impact

Main Idea #2: _____

Document that relates to Main Idea : _____

Summary of Document:

Document that relates to Main Idea : _____

Summary of Document:

Outside Information that relates to the Main Idea:

Historical Significance / So What/ Lasting Impact

Main Idea #3: _____

Document that relates to Main Idea : _____

Summary of Document:

Document that relates to Main Idea : _____

Summary of Document:

Outside Information that relates to the Main Idea:

Historical Significance / So What/ Lasting Impact

Conclusion

Restate Topic of Essay:

Summarize Main Idea #1 in one sentence:

Summarize Main Idea #2 in one sentence:

Summarize Main Idea #3 in one sentence:

Historical Significance / So What/ Lasting Impact: