

MODULE: Unit 3- Gilded Age and Progressives

Objective: How did Society and Politics Change During the Progressive Era?

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Inquiry: Industrialization, Tenement Housing, Muckrakers : What were the effects or impacts of Muckrakers during the Gilded Age? How are Muckrakers an example of civic engagement?

CRQ Industrialization and Urbanization → **Industrialization Directions:** Using the causes and effects listed in the table below, complete the following graphic organizers below by putting the phrase into the appropriate sections of this graphic organizer. When you are have filled in the organizers, answer the analysis question.

Causes of Industrialization

- *Improvements in transportation*



Industrialization (1870 - 1910)
Expansion of industry

<u>Social Effects of Industrialization</u>	<u>Political Effects of Industrialization</u>	<u>Economic Effects of Industrialization</u>

Causes and Effects of Industrialization

- ~~Improvements in transportation~~ (example see above)
- Innovations in technology
- Rise of capitalism as a major force in American society
- Urban areas struggle to provide basic government services
- Shift from agricultural economy to manufacturing
- Urbanization & shift of population from rural to urban areas
- Growth of railroads - railroads become the number one employer in America
- Discovery of coal, iron ore and oil deposits
- Immigration to the United States increases as a result of available jobs
- Wealth gap between wealthy industrialists and poor workers widens
- Labor unions form to protect the rights of workers

Causes of Urbanization



Urbanization (1870 - 1910)

Growth of cities - population in cities grew astronomically during the gilded age.

<u>Social Effects of Urbanization</u>	<u>Political Effects of Urbanization</u>	<u>Economic Effects of Urbanization</u>

Causes and Effects of Urbanization

- Industrialization
- Increase in European immigration to America
- Increase in the number of sweatshops in cities
- Tension between African Americans and immigrants arises
- Child labor increases
- Tenements (makeshift apartments) in cities develop as a quick housing solution to a growing population
- Electric subways and street cars are built to

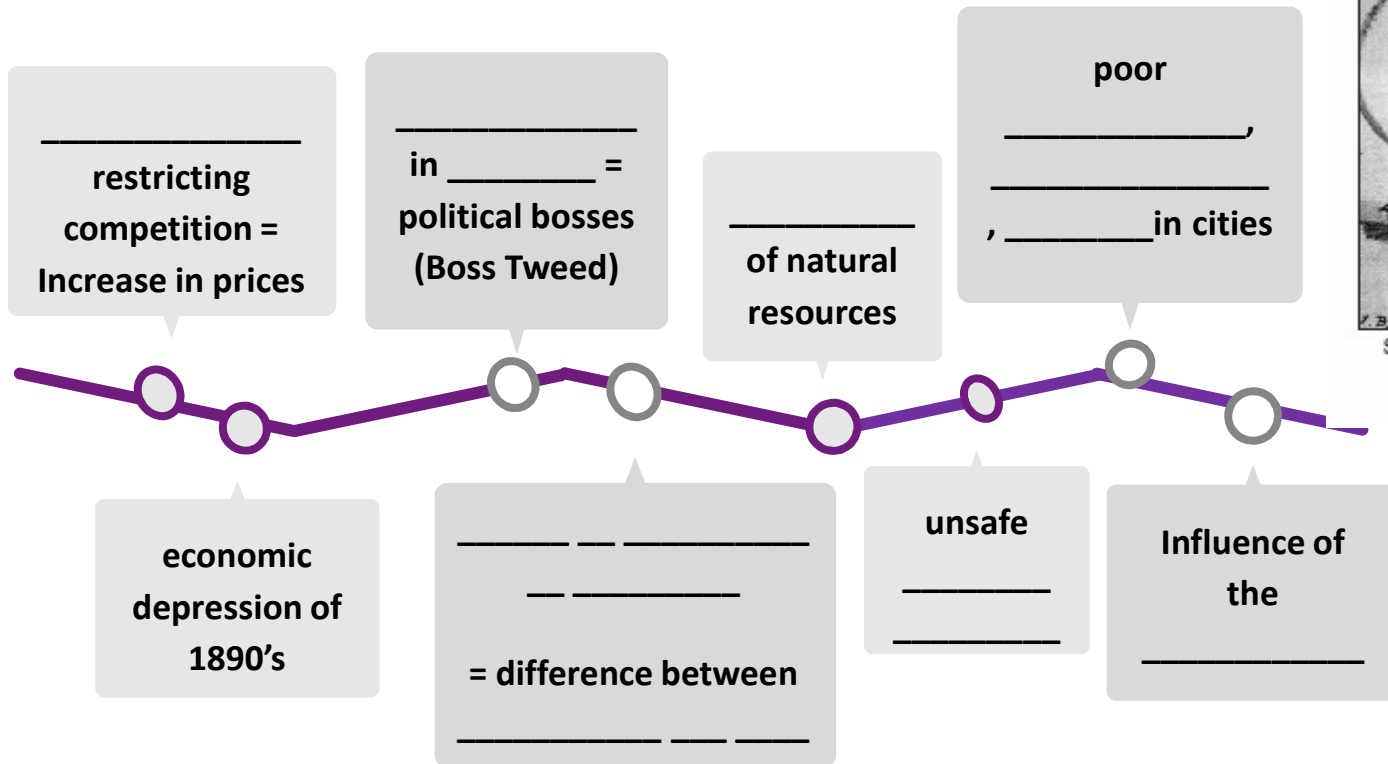
- support the growing population
- Unsanitary conditions increase
- Tainted drinking water
- Environmental pollution rises
- Industrialists "buy" political influence, corruption at the city government increases
- Migration to cities amongst Americans for factory jobs
- Steel and lumber demand rose to build skyscrapers in cities
- American economy shifts from agriculture to industrial manufacturing

UNIT 2: PROGRESSIVISM

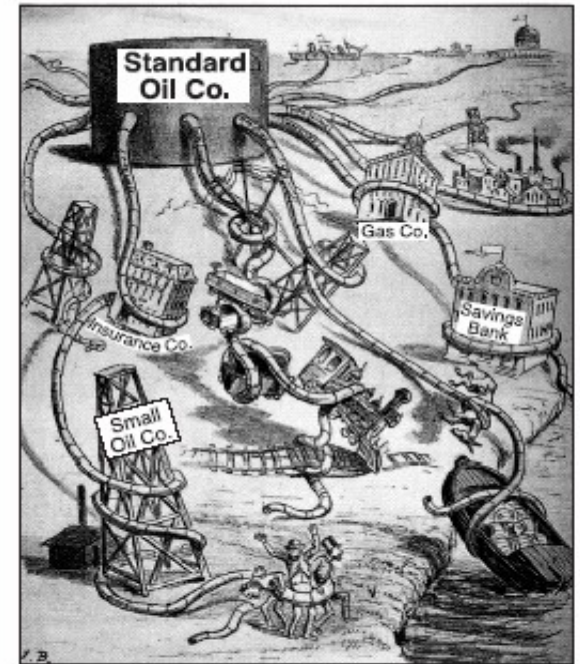
I. PROGRESSIVISM: _____

movement to solve problems of the late 1800's

II. CAUSES FOR PROGRESSIVISM:



S
P
A
M



Source: Herman Viola, *Why We Remember: United States History*, Scott Foresman-Addison Wesley Publishing Co. (adapted)

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.

A goal of the Progressive movement was to

- reduce the government's involvement in social issues
- correct the problems caused by industrialization
- promote laissez-faire policies
- promote settlement of land west of the Mississippi River

Unit 3 EQ 1 How did reformers try to end government corruption and limit the influence of big business?

III. POLITICAL BOSSES

1. as cities grew, they needed to expand services
 - Sewers
 - garbage collection
 - road construction
2. city politicians took _____ and were purposefully _____ for construction projects
3. city bosses were popular with the _____ and _____
 - they provided jobs
 - made loans
 - gave extra _____ in winter
 - turkeys on Thanksgiving
 - All exchange for their _____

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.



Boss William Tweed (Tammany Hall) stole _____ from NYC taxpayers during the 1860's-1870's

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.

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.

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

III. POLITICAL BOSSES

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.

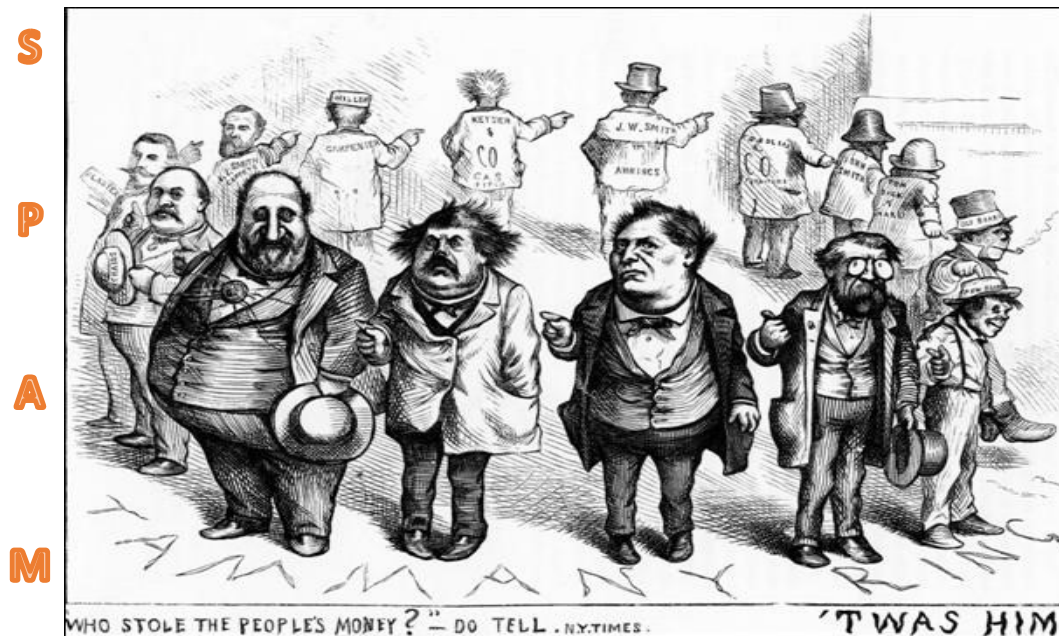
The Civil Service Commission was started as part of the Pendleton Act of 1883. The Commission required tough tests for federal jobs. Applicants had to prove their abilities to do the job.

Unit 3 EQ 1 How did reformers try to end government corruption and limit the influence of big business?

CRQ 1: Which presidents wanted to change the civil service by eliminating patronage?

- 2. 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

- 3. 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



Unit 3 EQ 1 How did reformers try to end government corruption and limit the influence of big business?

IV. MUCKRAKERS

_____ & _____ who exposed
 _____ & _____ in
 business & politics

CRQ 1: Why did Progressives believe that it was necessary to reform government? TTQA

CRQ 3: Why did members of the middle class support the Progressives? TTQA

CRQ 4: How did religion influence the Progressives? TTQA

<https://www.dailymotion.com/video/xwir40> 26min-32min

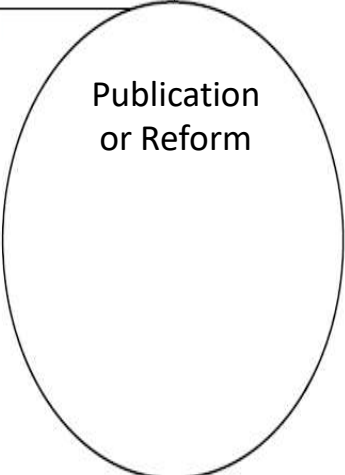
<u>Progressives</u> <u>Primary Goals:</u>	<u>The Need for</u> <u>Reform:</u>	<u>Muckrakers:</u>
<ul style="list-style-type: none"> * To correct the political and economic injustices that had resulted from America's industrialization * Appalled at the increasing inequalities between the wealthy and the poor * Did not oppose industrialization but wanted to use the power of government to correct its evils so that all Americans, not just the wealthy, could enjoy better lives * Felt they also had to reform government itself – which had been corrupted by big business and political “bosses” 	<ul style="list-style-type: none"> * The rise of industry = new social problems: brutal working conditions, child labor, political corruption, urban overcrowding, misuse of the environment, inequalities of wealth, and the abuse of consumers * Support came from the middle class who felt threatened by the rise of big business, labor unions, and political machines * Acted out of a sense of moral responsibility derived from religion [Social Movement; concerned with the needs of the poor] 	<ul style="list-style-type: none"> * Investigative reporters, writers and social scientists who exposed the abuses of industrial society and corruption in government * Became known as muckrakers because they “raked” up the muck or dirt of American life * The examined the rise of industry and the abuses that had often led to the accumulation of large fortunes * Jacob Riis, Ida Tarbell, Lincoln Steffens, Frank Norris, and Upton Sinclair ~ The Key to Understanding U.S. History and Government

Identify the Muckraker:

Identify 2 facts that support why this was a problem in America during the Gilded Age?

Historical Facts or Historical Impacts

What problem was being exposed?



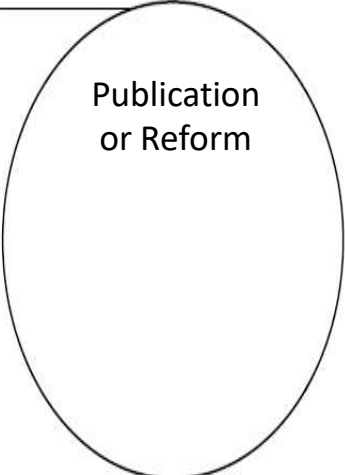
Was this a social, political, or economic problem?

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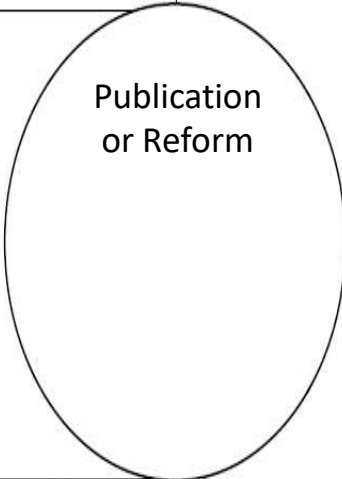
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Historical Facts or Historical Impacts

What problem was being exposed?



Was this a social, political, or economic problem?

In the early 20th century, muckrakers were able to influence American society mainly through

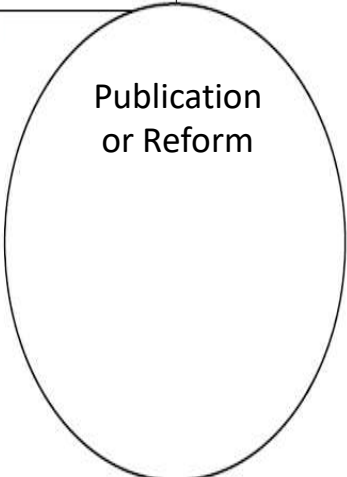
- A. frequent acts of civil disobedience
- B. activities as government officials
- C. publication of articles and books
- D. control over factories

Identify the Muckraker:

Identify 2 facts that support why this was a problem in America during the Gilded Age?

Historical Facts or Historical Impacts

What problem was being exposed?



Was this a social, political, or economic problem?

Jacob Riis, in *How the Other Half Lives*, and Lincoln Steffens, in *The Shame of the Cities*, contributed to reform movements in the United States by

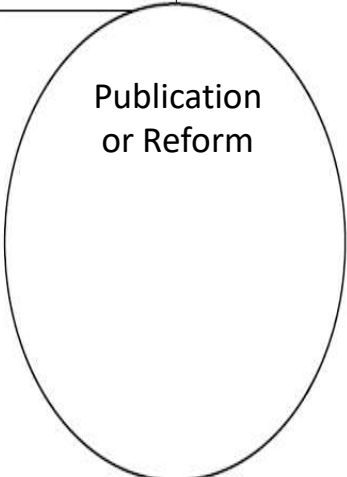
- A. exposing poverty and corruption
- B. opposing westward expansion
- C. criticizing racial injustice
- D. supporting organized labor

Identify the Muckraker:

Identify 2 facts that support why this was a problem in America during the Gilded Age?

Historical Facts or Historical Impacts

What problem was being exposed?



Was this a social, political, or economic problem?

“Jane Addams Opens Hull House”
“Jacob Riis Photographs Tenement Residents”
“Ida Tarbell Exposes Standard Oil Company”
These headlines represent efforts by individuals to

- A. support business monopolies
- B. improve depressed urban areas
- C. solve problems of American farmers
- D. correct abuses of the Industrial Revolution

V. CHANGES IN THE CITY

1. End of _____ and _____

- A. City Commissioners = run utilities
- B. City Council = makes laws
- C. City Manager = direct / guide city

VI. CHANGES IN COURT

- 1. _____ = broke up monopolies
- 2. _____ = regulated RR rates

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)

CRQ1: What historical circumstances led to the reforms that were proposed in the Progressive Party platform of 1912?

TTQA

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.

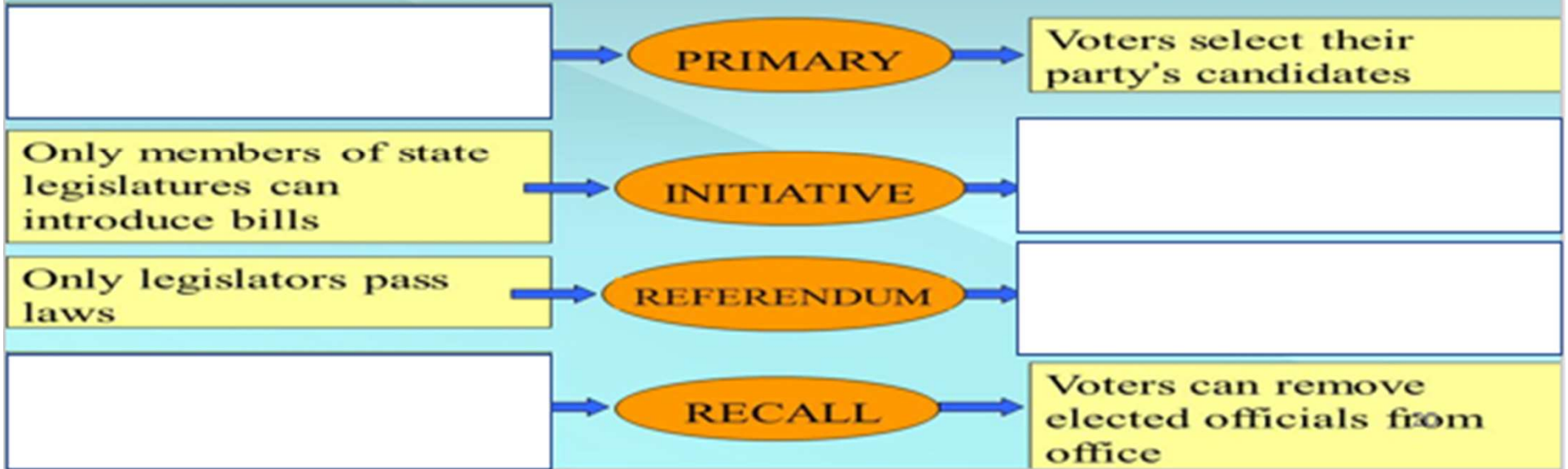
Congress passed the Interstate Commerce Act in 1887. This act said that railroads had to have fair rates. Those rates also had to be published. The Interstate Commerce Commission was created to supervise the railroads.

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.

CRQ2: How did the government gain control over powerful businesses? TTQA

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

Graphic Organizer: Progressive Political Reforms



1. 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 mayor
- C. Permit the corruption of the presidential candidates
- D. extend the right to vote to 18-year-old citizens

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

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

Document 1

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 state of Oregon also made reforms and started the **initiative**, which allowed citizens to place a measure or an issue on the ballot in a state election. The **referendum** was established, letting voters accept or reject measures that the state legislature enacted. Voters were able to remove unsatisfactory elected officials from their jobs by the **recall**. 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.

1) Explain the **historical circumstances** that led to the development of the Progressive Political Reforms. _____

Document 2

“First, we must understand that the character of our citizens is essential to society. In a free and compassionate society, the public good depends on private character. That character is formed and shaped in institutions like family, faith, and...many ...social and civic organizations...The future success of our nation depends on our ability to understand the difference between right and wrong and to have the strength of character to make the right choices. Government cannot create character, but it can and should respect and support the institutions that do.”

– [Pres. George W. Bush, Calvin College, Grand Rapids, Michigan, May 2005](#)

***Progressives believed that the public interest should guide all government actions

2) Based on this excerpt from President George W. Bush identify his/her **point of view** concerning the policies of Progressives in the 21st century.

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3) Identify and explain a **cause and effect** relationship associated with the events or ideas in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response.

I. PROGRESSIVES AND AMENDMENTS

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)

16th

- Result = tax \$ from the wealthy was spent to benefit all people

CRQ 1: What Historical circumstances led to the need for the 17th amendment?

17th

- Lead to a cut down on corruption
- Worked to end state legislatures taking bribes
- gave the people more power

CRQ 2 : According to the documents how did the 17th Amendment make the selection of United States Senators more democratic? TTQA

18th

- workers were less productive
- factories lost \$
- families had to deal with drunk behavior

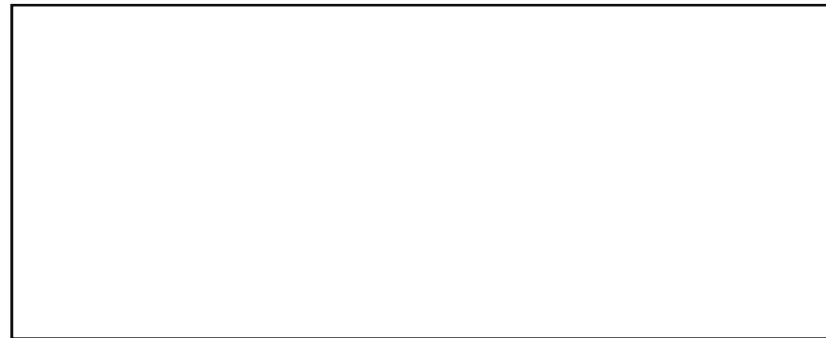
Unit 3 EQ 2 What Political Reforms occurred in the progressive era?

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I. PROGRESSIVES AND AMENDMENTS



19th



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.

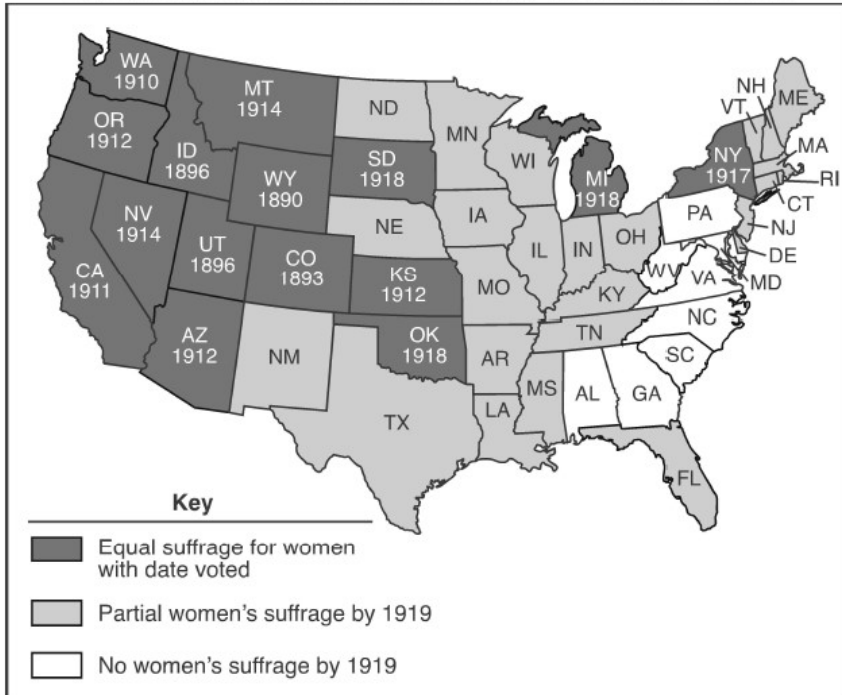
Women's clubs soon gained popularity. The clubs started by focusing on cultural events. The clubs shifted to become involved in addressing social problems. The women's clubs offered chances for self-improvement. The members could continue their education or learn new skills. Some clubs refused African 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: What historical circumstances led African American women to be rejected from Women's clubs?

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

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



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

CRQ2: According to this political cartoon, what struggle were women facing in achieving suffrage? TTQA



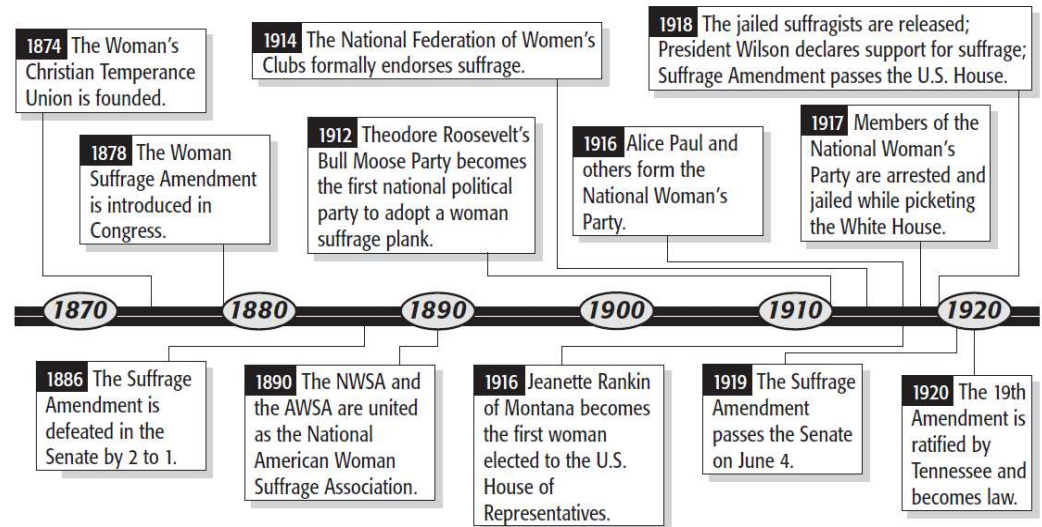
THE LAST FEW BUTTONS ARE ALWAYS THE HARDEST. —Chapin in the St. Louis Star.

CRQ1: According to the Map, Which region or section of the country led the way in recognizing a woman's right to vote?

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

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

The Traditional Role of Women:	The Seneca Falls Convention, 1848:	Changing Roles for Women:
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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..." 	<ul style="list-style-type: none"> - 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 1: When was women's right of suffrage first introduced?

CRQ 2: In which year was the federal amendment granting national women's suffrage first introduced in Congress?

CRQ 3: Which event allowed all women in the United States the right to vote? TTQA

4. The Seneca Falls Convention of 1848 goal was

- 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

PROGRESSIVE PRESIDENTS

Unit 3 EQ 3 How did Progressive Presidents extend reforms?

I. Theodore Roosevelt (_____)

- _____ = efficient and reduced costs
- _____ = create monopoly to ↓ competition / ↑ prices
- T.R. broke up bad trusts

<https://www.youtube.com/watch?v=sBpfi7w4B8>



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.

CRQ1: What were 2 examples of a bad trust?

The President's Dream of a Successful Hunt.



Source: Clifford K. Berryman, *Washington Evening Star*, October 11, 1907 (adapted)

"Our laws should be so drawn as to protect and encourage corporations which do their honest duty by the public and discriminate sharply against [regulate] those organized in the spirit of mere greed, for improper speculative purpose." ~Source:
Theodore Roosevelt (1900)

CRQ2: Why were some trusts considered to be bad?

S

P

A

M

PROGRESSIVE PRESIDENTS

2. 1st Trust Busting Case

- _____ VS _____.
-T.R. used _____
to break up the trust and won

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.

CRQ 1: What historical circumstances led Roosevelt to want to bust bad trusts?
TTQA

CRQ 2: What did Theodore Roosevelt say should be done to corporations that operate with little or no consideration for the public good? TTQA

S
P
A
M



PROGRESSIVE PRESIDENTS

3. Political Platform

do what's best for the people / do what's right & fair



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.

1. 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.

CRQ2: According to the cartoon, what was President Roosevelt’s position on trusts? TTQA

PROGRESSIVE PRESIDENTS

Unit 3 EQ 3 How did Progressive Presidents extend reforms?

4. Expanded Interstate Commerce Act 1887

- _____ = RR's can't give refunds to preferred customers

- _____ = government could cut RR rates if too ↑

S

P

A

M



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.

5. Meat Inspection Act 1906

-influenced by Upton Sinclair's _____
- _____ could inspect meat shipped across state lines

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

6. Pure Food & Drug Act 1906

- government banned _____ and _____



PROGRESSIVE PRESIDENTS

II. William Taft (1909-1913)

1. Poor Politician

-wanted to ↓ tariffs, but instead ↑ them

2. Taft's Accomplishments

- - _____ amendment was put up for adoption to Constitution – graduated income tax
- - _____ = ICC could regulate telephone & telegraph companies
- - created _____ = look after needs of workers
- - governmental employees = 8 hour work day

Unit 3 EQ 3 How did Progressive Presidents extend reforms?



<https://www.youtube.com/watch?v=0ePxP6LPun4>



William Howard Taft : Roosevelt decided not to run for president in 1908 and 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. 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.

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: What historical circumstances led Roosevelt to run against Taft in the election of 1914?



PROGRESSIVE PRESIDENTS

Unit 3 EQ 3 How did Progressive Presidents extend reforms?

<https://www.youtube.com/watch?v=yL0hByiwdfE>



III. Woodrow Wilson (1913-1921)

_____ = protect small businesses from large companies

CRQ1: Why was an Amendment necessary for the implementation of a Graduated Income Tax ?TTQA

2. 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

3. 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

Underwood Tariff (1913):

- Wilson believed that high tariffs benefited rich monopolists but hurt average Americans
- He enacted a law lowering tariffs by 25%

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):

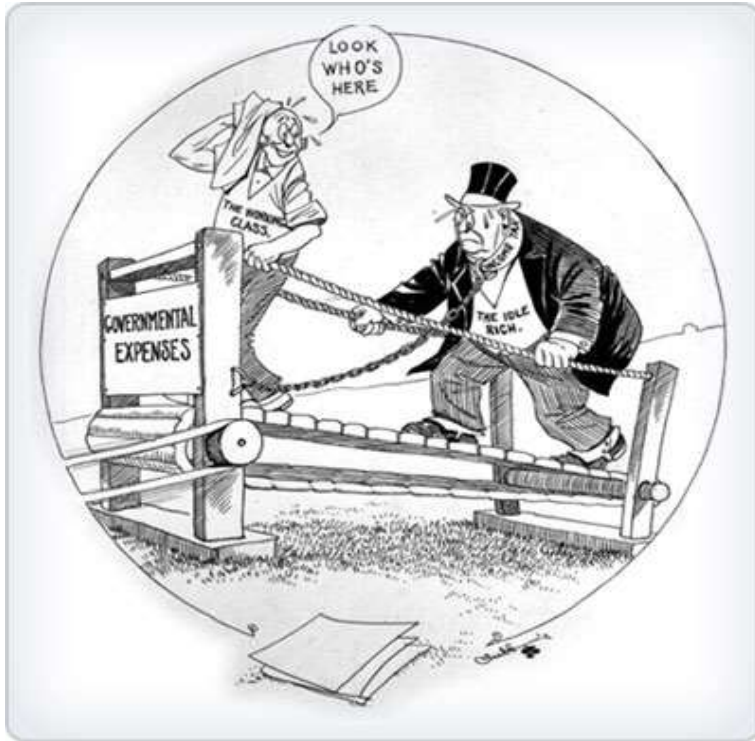
- The act reformed the banking industry by establishing 12 regional Federal Reserve Banks to serve as "banker's banks"
- The act further allowed the Federal Reserve to regulate the money in circulation by controlling the amount of money that banks could lend & what amounts could be issued

Clayton Antitrust Act 1914:

- Increasing the federal government's power to prevent unfair business practices Power of f the Federal Government to control business

Federal Trade Commission Act 1914

- was created to further protect consumers against unfair business practices by corporations
- ex. false advertising & mislabeling



CRQ1: Which of Wilson's legislative actions is portrayed here?

CRQ2: What historical circumstances led to this legislative action? TTQA

IV. Conservation

1. T.R.:

- placed national forests under Federal Government control
- set aside landmarks as national monuments

2. Wilson's:

- oversee national parks



Conserving the Forests

THEN

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.

NOW

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.



CRQ: How does the early conservation goal of “wise use” differ from today’s goal of “sustained yield”?

Unit 3 EQ 3 How did Progressive Presidents extend reforms?

Presidents Poster Project

President

You've been selected to be the campaign manager for a progressive president. Your job is to make a neat and creative medium sized re-election poster for him. Remember to make it eye catching!

<u>Back of the poster</u>	<u>Criteria</u>
Biographical information 10 points	- Birthdate (2) - Death date (2) - City where he was born (2) - College attended (2) - Spouses and children (2)
Pre-presidency 12 points	- How did they get their start in politics? (4) - Jobs held before becoming president (4) - Service in the military /- Service during a war (4)
Presidency 26 points	- Political affiliation/ Political Party (2) - Dates in office (2) - His Vice President (2) - 2 Major Domestic Issues (10 each)
Post-presidency 36 points	- What did/does he do after office? (6) - Lasting legacies— 3 Biggest accomplishments or failures during office with a description of minimum 3 sentences for each.(10 each)
Other Info 14 Points	- Nickname (2) - One Awesome story about them. – Should be in your own words and cited. (10) - Any additional information (2)
Poster 30 Points	<ul style="list-style-type: none"> ➤ Must include a hand drawn image on the front ➤ The image must include color ➤ The Image must be historically accurate ➤ Poster is <u>easy to read from a distance</u> ➤ Poster has a cohesive layout
Bonus points	- Student creates at least 5 questions for students to answer from poster turned in by Friday 12/11/19 30 <ul style="list-style-type: none"> • These should focus on the president's accomplishments/time in office.