



United States History & Government

11th Grade

Historical Thematic Packet



Progressive Era (1883-1920)

Student's Name: _____

Progressive Era (1883-1920)

Directions: Find the words in the "Word Search." Once done, use your phones to define each vocabulary term.

N J I A C T M U C K R A K E R
T L E V E S O O R X H U V M E
E P J B E U S O Y E M R P E F
B R S L S R R O N Y E P R G O
I O R A N T E R C S V E O A R
M G E F O I G F E I Z N H R M
B R F L I T U R V V A D I F Y
T E E L N N L M I W Q L B F P
I S R A U A A J T I Q T I U R
N S E C R E T B A L L O T S I
Y Y N E O P I K I S Y N I X M
A V D R B T O Z T O D A O K A
K E U E A E N A I N W C N L R
F X M F L P B E N Y V T M A Y
X A T E M O C N I G N V Z S N

ANTI-TRUST
FEDERAL RESERVE
INCOME TAX
INITIATIVE
LABOR UNIONS
MUCKRAKER
PENDLTON ACT
PRIMARY
PROGRESS
PROHIBITION
RECALL
REFERENDUM
REFORM
REGULATION
ROOSEVELT
SECRET BALLOT
SOCIALISM
SUFFRAGE
TAFT
WILSON

Find Out

- ① What problems did factory workers have in the late 1800s and early 1900s?
- ② How did labor unions help workers?
- ③ What kinds of laws were written to help workers?

NEW WORDS

working conditions

employers

labor unions

strike

American Federation
of Labor (AFL)

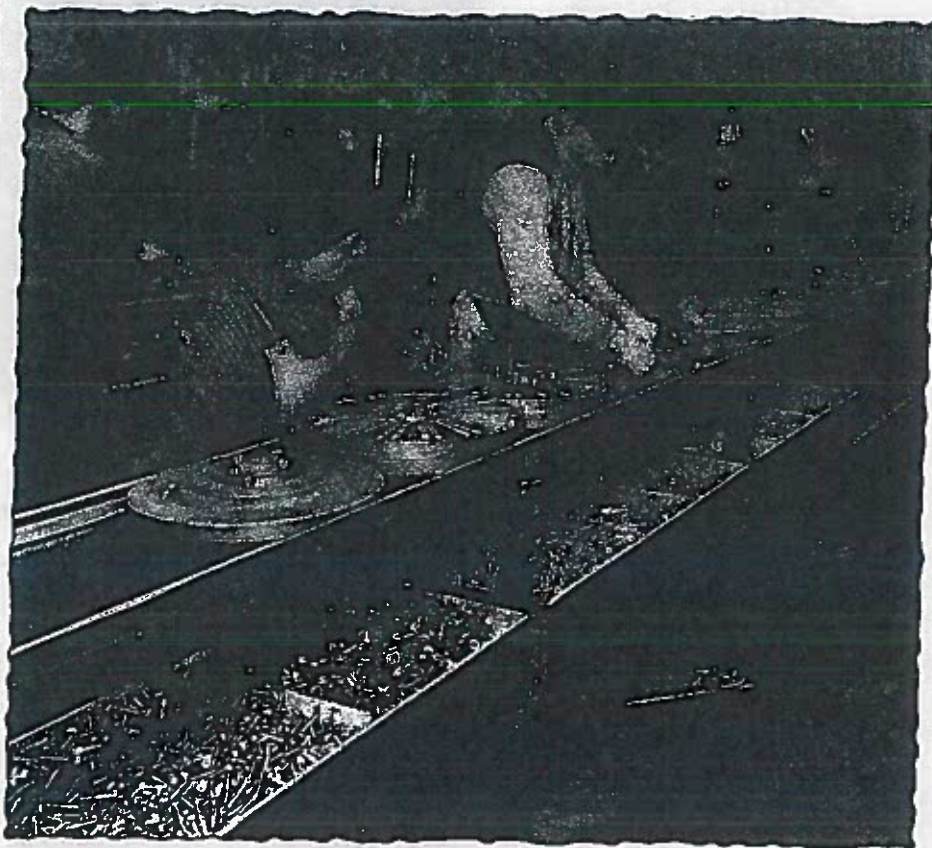
PEOPLE & PLACES

Samuel Gompers

Mary Harris Jones

Lewis Hine

Unions Help the Working People



**Many people worked long hours in dangerous factories.
Many factory workers were immigrants.**

Should small children work all day in dirty factories? Should factory workers work 12 to 15 hours every day? In the late 1800s and early 1900s, workers began to say no to these questions. They wanted better **working conditions**.

After the Civil War, more and more Americans became factory workers in cities. Some had been poor farmers. Many factory workers were immigrants. They often worked at factory jobs that paid very low salaries.

Life was hard for factory workers. They had to work 12 to 15 hours each day in dirty, dangerous factories. Most workers could not earn enough money for their families. Their young children had to work in factories, too. These children could not go to school. They had no time to

➔ **Learning from Pictures** What was it like for children to work in factories?



play. Factory workers were afraid to ask their bosses, or **employers**, for more money. They were afraid of losing their jobs. Then they would have no money for their families at all.

Factory workers decided to help themselves. They started **labor unions**. A labor union is a group of workers who work together to make their jobs better. A union might ask for better salaries from the employer. It might ask for shorter working days or safer factories. The employer can say no to the union. Then the union members can decide to stop working until they get what they want. This is called a **strike**.

When union workers will not work because they want better salaries or other changes, we say that they are "on strike." Factory owners do not like strikes. Their factories cannot make goods when workers are on strike. Often employers will agree to what the workers want because the employers do not want their workers on strike. Labor unions have helped workers get better salaries and better working conditions.

Samuel Gompers was a famous union leader. He was a Jewish immigrant from England. Gompers started working in a factory when he was 13 years old because his family was very poor. Later he became a leader of the union in his factory.



Samuel Gompers

Samuel Gompers felt that workers all over the United States needed unions. He felt that new laws were needed to help working people. Gompers wanted laws that would not allow children to work. He wanted a law that said workers should work only eight hours a day. Many times the government would not allow workers to go on strike. Gompers wanted laws that would allow strikes.

In 1886 Gompers helped start the **American Federation of Labor (AFL)**. Many unions joined the AFL. Gompers was the president of the AFL for 37 years. He and the AFL tried to have new laws made to help workers. Samuel Gompers and the AFL helped unions go on strike for better salaries.

Most businesses did not want their workers to join unions. Many employers said they did not have enough money to pay better salaries. Employers refused to talk to union leaders. Slowly the AFL changed things. After many years employers learned to work together with union leaders. Workers worked fewer hours and were paid better salaries. As the years passed, more workers joined unions.



PRIMARY SOURCE

"I want to live for one thing alone—to leave a better labor movement in America and in the world than I found it when I entered, as a boy."

—Samuel Gompers



Union workers tried to get better salaries by going on strike. A "scab" is someone who works when the union is on strike.

Photographs showed Americans the problems children had in factories like this coal factory.



"Mother" Jones

Mary Harris Jones was an Irish immigrant who helped factory workers and miners. Many people called her "Mother" Jones because she was more than seventy years old. She traveled around the United States and helped miners start unions. She told them to go on strike for better salaries. She told factory workers to strike for shorter working days. People read about "Mother" Jones in their newspapers. They were told that new laws to help workers were needed.

By 1915 almost two million children were working in mines and factories. They were paid very little money. They had to work all day. Many children had to use dangerous machines.



Lewis Hine

Lewis Hine wanted to help the children who worked in factories. Hine was a photographer. He went into factories and took photographs. His pictures showed how terrible it was for children to be factory workers. His pictures were published in magazines and books. Many Americans learned from Hine's photographs about the problems children had. As time passed, new laws were written. These laws said children could not be factory workers.

Today we have many laws that help working people. Our laws allow union workers to go on strike. Most workers work only eight hours a day. Today millions of workers belong to labor unions.

Using What You've Learned

Read and Remember

Finish the Sentence Draw a circle around the word or words that finish each sentence.

- 1 To get better salaries, factory workers started _____.
labor unions schools new factories
- 2 Union workers who stop working because they want more money are _____.
on vacation on strike on the job
- 3 In 1886 Samuel Gompers helped start the American Federation of _____.
Labor Miners Factories

Think and Apply

Drawing Conclusions Read each pair of sentences. Then look in the box for the conclusion you can make. Write the letter of the conclusion on the blank. The first one is done for you.

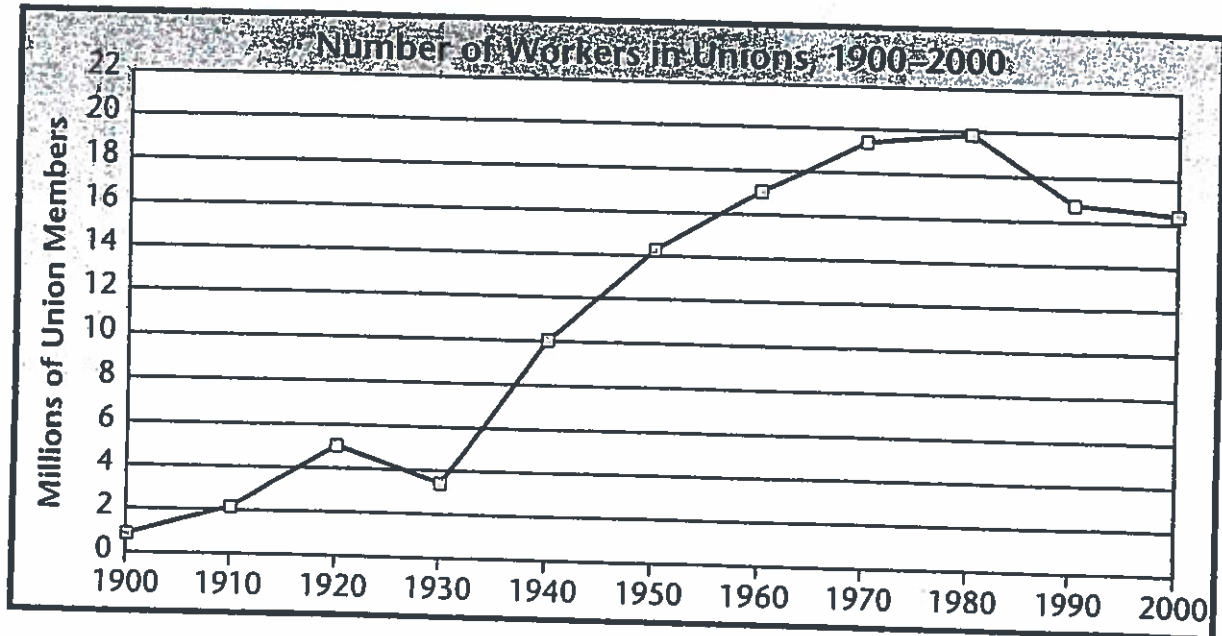
- | | |
|--|-------------------------|
| 1 Factory workers wanted safe factories.
Factory owners would not make changes
when the workers asked. | Conclusion <u> b </u> |
| 2 Union workers sometimes asked for better salaries.
The employers did not always listen to the labor
union leaders. | Conclusion _____ |
| 3 "Mother" Jones helped miners start unions.
Lewis Hine took photographs of children
in factories. | Conclusion _____ |

Conclusions

- a. People wanted to help workers have better working conditions.
- b. Factory workers started labor unions to help them get safe factories.
- c. Union workers went on strike to get better salaries.

Skill Builder

Reading a Line Graph A line graph shows how something changes over time. The line graph on this page shows how many workers belonged to unions from 1900 to 2000. Study the line graph.



Draw a circle around the dates, words, or numbers that answers each question.

- 1 The numbers on the left stand for how many union members?
hundreds thousands millions
- 2 In which year did the smallest number of people belong to unions?
1900 1930 1940
- 3 In which year did the largest number of workers belong to unions?
1910 1930 1980
- 4 In 1920 about how many people belonged to unions?
1 million 5 million 10 million
- 5 From 1930 to 1980, what happened to the number of people in unions?
they became larger they became smaller they stayed about the same
- 6 From 1980 to 2000, what happened to the number of people in unions?
they became larger they became smaller they stayed about the same

Find Out

- 1 How did Susan B. Anthony and Jane Addams work to make America better?
- 2 How did Lillian Wald and Janie Porter Barrett help people?
- 3 How did Alice Hamilton help factory workers?

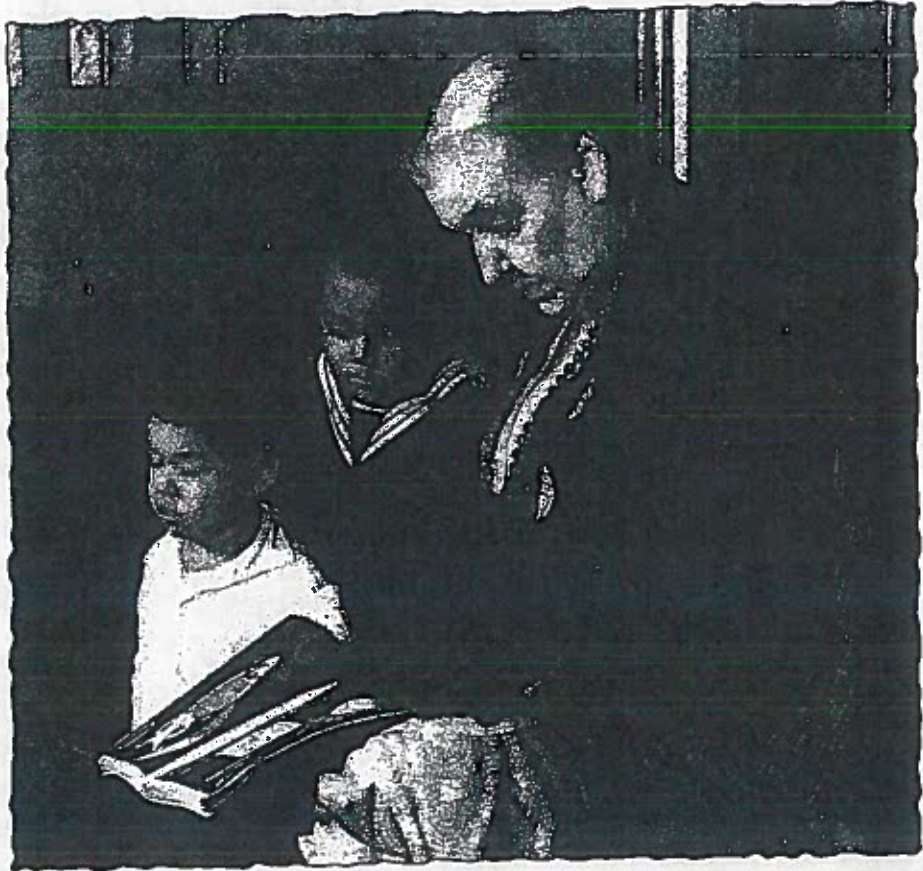
NEW WORDS

election
arrested
settlement house
lead
lead poisoning

PEOPLE & PLACES

Susan B. Anthony
Jane Addams
Hull House
Janie Porter Barrett
Locust Street Social
Settlement House
Lillian Wald
Henry Street
Settlement House
Alice Hamilton

Women Work for a Better America



➤ **Learning from Pictures** How do you think Jane Addams is helping these children?

How can women get the same rights as men? How can we help new immigrants in our country? How can we help men, women, and children who work all day in factories? Many people asked these questions in the late 1800s. Six women found ways to help many Americans.

Susan B. Anthony worked for women's rights. She wanted women to have the right to vote in an **election**. She wanted women to be paid the same salaries as men were for the same job. She traveled with Elizabeth Cady Stanton throughout the United States. They made many speeches for women's rights.

In 1872 Susan B. Anthony tried to vote in an election. She was **arrested**. But Anthony and Stanton continued to



Susan B. Anthony



Janie Porter Barrett

PRIMARY SOURCE

"America's future will be determined [shaped] by the home and the school."

—Jane Addams

Hull House was a settlement house in Chicago, Illinois. ➤

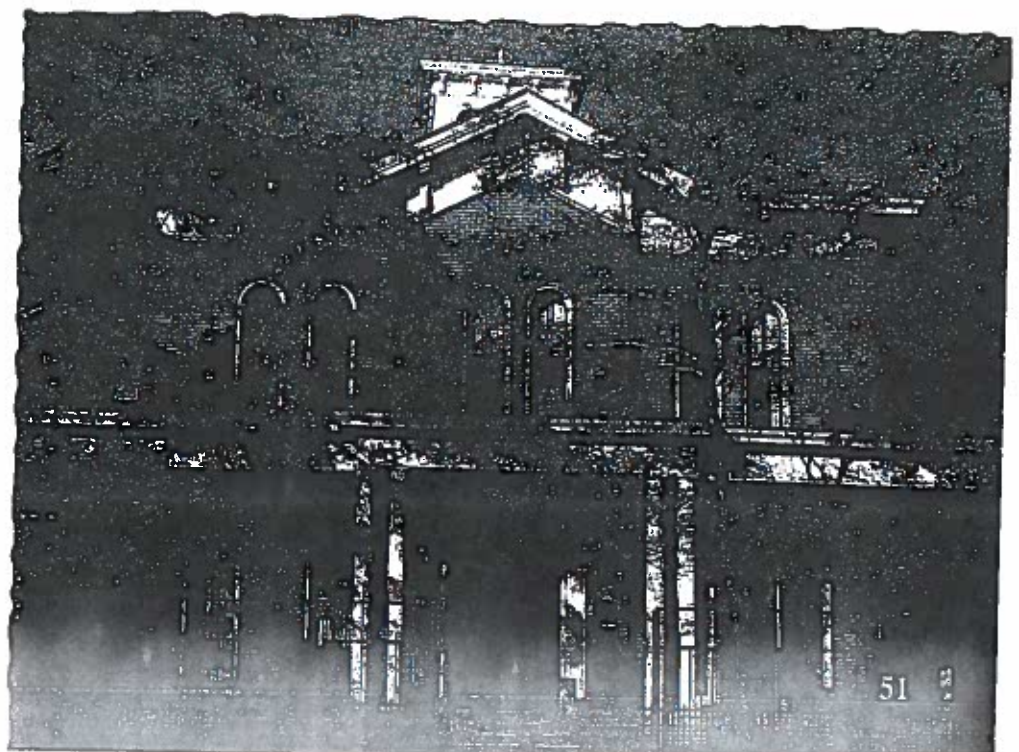
work together for an amendment that would allow women to vote. Stanton died in 1902. Anthony died in 1906, fourteen years before a new amendment gave women the right to vote.

Jane Addams helped people in a neighborhood of immigrants in Chicago, Illinois. In 1889 she bought a large old house called Hull House. She bought Hull House with her own money and with money from other people. Addams helped Hull House become a **settlement house**. A settlement house is a house where workers help the people of a poor neighborhood.

Hull House helped the people of the neighborhood in many ways. Hull House workers took care of small children while their mothers were at work. Immigrants learned to speak English at Hull House. Addams helped them become American citizens. Addams started clubs and a summer camp for children. She started the first playground in Chicago.

Jane Addams worked to get new laws that would help immigrants, factory workers, and children. As time passed, new laws were written that helped these people.

People in other cities wanted to start settlement houses. Janie Porter Barrett was a teacher. In 1890 Barrett started the Locust Street Social Settlement House in Virginia. This house had clubs and classes for African





Lillian Wald started a kindergarten at the Henry Street Settlement House.



Lillian Wald



Alice Hamilton

Americans. Later, Barrett started a new school to help African American girls who had been in jail.

Lillian Wald was a nurse who started the Henry Street Settlement House in 1895. This house was in a crowded neighborhood in New York City. The Henry Street Settlement House had a kindergarten, clubs, English classes, and a library.

Lillian Wald also helped sick people. She thought nurses should visit sick people at home if they were too poor or too sick to go to a hospital. She started a visiting nurse program in New York City. Many nurses began helping sick people at home. Lillian Wald also thought there should be nurses in schools to help sick children. Other people liked Wald's idea. Soon there were nurses in New York's schools.

Alice Hamilton was a doctor who helped factory workers. She visited many paint factories. Paint had **lead** in it. Hamilton proved that many workers in paint factories had **lead poisoning**. Lead poisoning made workers very weak. Many of these workers died. Hamilton taught factory owners how to make their factories safer. She taught them how to keep the factory air clean.

These six women and many other people worked very hard to make important changes in the United States. They wanted to make the United States a better place to live.

Using Primary Sources

Twenty Years at Hull House

Jane Addams wrote a book called *Twenty Years at Hull House*. In it she told about her life and work at Hull House. She wrote that Hull House was in a neighborhood of poor immigrants. She also wrote about the problem of **child labor**, or working children. Many young children had to work all day in factories or mines. The paragraphs below are from Addams's book.

occupied
lived in
bear
put up with
employed
used

Between Halsted Street and the river live about ten thousand Italians. . . . To the south . . . are many Germans, and side streets are given . . . to Polish and Russian Jews. . . .

The houses . . . were . . . built for one family and are now occupied by several. . . . Many houses have no water supply save the faucet in the back yard, there are no fire escapes. . . .

Our very first Christmas at Hull House, . . . a number of little girls refused the candy which was offered them . . . , saying simply that they "worked in a candy factory and could not bear the sight of it." We discovered that for six weeks they had worked from seven in the morning until nine at night. . . .

I remember a little girl of four who pulled out . . . threads hour after hour, sitting on a stool at the feet of her . . . mother. . . . The only child labor law in Illinois . . . had been . . . [for] children employed in mines.

On a separate sheet of paper, write the answer to each question.

- 1 Which groups of immigrants lived near Hull House?
- 2 What were some problems with the houses in the neighborhood?
- 3 Why wouldn't the little girls eat candy at Christmas?
- 4 What hours did the little girls work?
- 5 **Think and Write** How do you think Hull House made life better for children who had worked in factories?

Using What You've Learned

Read and Remember

Who Am I? Read each sentence. Then look at the names in blue print. Decide which person might have said the sentence. Write the name of the person you choose on the blank after each sentence.

Alice Hamilton
Janie Porter Barrett

Jane Addams
Lillian Wald

Susan B. Anthony
Elizabeth Cady Stanton

- 1 "I gave speeches about women's rights with Susan B. Anthony."

- 2 "I was arrested when I tried to vote." _____
- 3 "I started Hull House and worked for new laws to help immigrants, workers, and children." _____
- 4 "I started the Locust Street Social Settlement House to help African Americans in Virginia." _____
- 5 "I started the visiting nurse program in New York City."

- 6 "I worked to stop lead poisoning in paint factories." _____

Think and Apply

Fact or Opinion Write **F** next to each fact below. Write **O** next to each opinion. You should find two sentences that are opinions.

- _____ 1 Susan B. Anthony should not have tried to vote in an election.
- _____ 2 Immigrants learned to speak English at Hull House.
- _____ 3 Jane Addams started the first playground in Chicago.
- _____ 4 The Locust Street Social Settlement House had the best classes.
- _____ 5 Janie Porter Barrett helped start a school for African American girls who had been in jail.
- _____ 6 Lillian Wald started the Henry Street Settlement House in New York City.

Find Out

- 1 Who were some of the progressive leaders in the early 1900s?
- 2 How did Theodore Roosevelt try to solve some of America's problems?
- 3 Why was the NAACP started?

NEW WORDS

progressives
inspected
muckrakers
industry
Pure Food and Drug Act
conservation
natural resources
acres
discrimination

PEOPLE & PLACES

Florence Kelley
Theodore Roosevelt
Ida Tarbell
Upton Sinclair
W.E.B. Du Bois

Working for Reform After 1900



President Theodore Roosevelt (at left) and others worked to protect America's beautiful land.

Imagine being ten years old and working in a coal mine. Imagine eating bad meat from a dirty factory. Imagine having to go to a certain school because of the color of your skin. These were some of the problems Americans faced in the early 1900s. Many people wanted to make life better in the United States. These people who worked for reform were called **progressives**.

Florence Kelley was a progressive leader who worked to end child labor. She also helped factory workers. She helped Illinois pass a law in 1893 that said children under 14 could not work in factories. She **inspected** Illinois factories to make sure they were safe. Throughout the early 1900s, Kelley continued to help workers. She asked people to buy goods from safe factories that did not use child labor. She started groups that worked against child labor.



Florence Kelley



Theodore Roosevelt



PRIMARY SOURCE

"When Mr. Rockefeller began to undersell [sell for a lower price], he kept it up day in and day out, week in and week out, month in and month out, until there was . . . nothing left of his competitor [another person in business]."

— *Ida Tarbell*

Ida Tarbell wrote how Standard Oil used unfair ways to control America's oil business.

She asked the Supreme Court to agree to a law for women workers. The law said employers could not make women work more than 10 hours a day.

In 1901 Theodore Roosevelt became President of the United States. He was a President who worked for reform. In 1902 a coal miners' union went on strike in Pennsylvania. The miners wanted better salaries. They wanted a shorter working day. President Roosevelt helped end the strike. He said the mine owners must work with the union to give the workers better working conditions. Theodore Roosevelt became the first President to help a labor union.

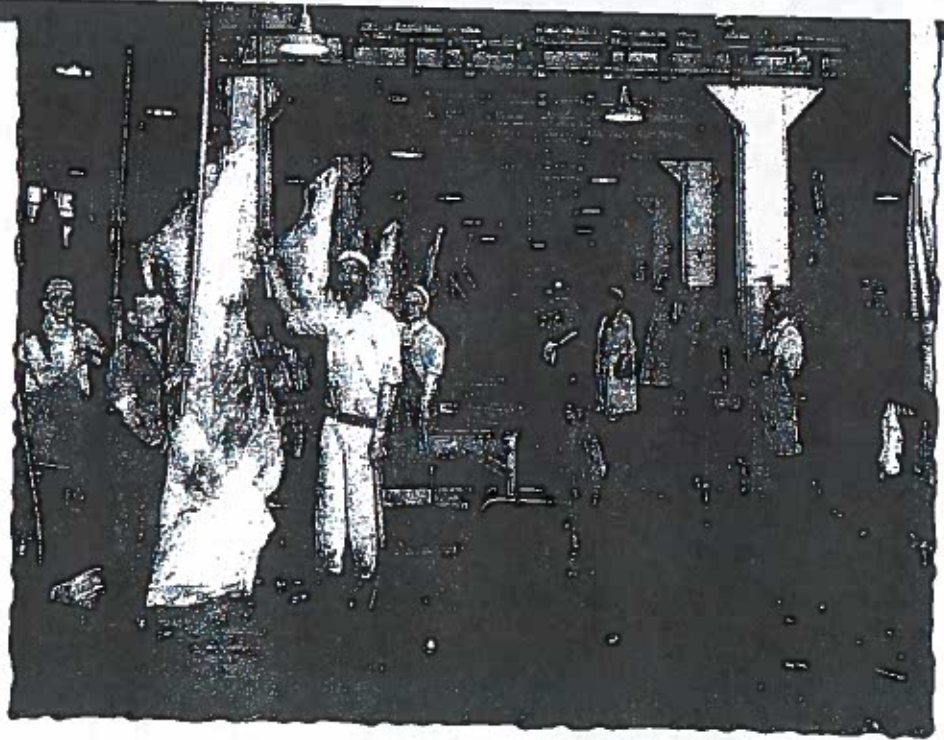
A group of progressives called **muckrakers** worked to correct problems in American life. They did this by writing about the problems in books, magazines, and newspapers. Americans became angry when they learned about the problems. They asked the government to make changes.

In Chapter 26 you read about Jacob Riis. Riis was a muckraker who tried to help poor immigrants. His book, photographs, and newspaper stories showed many problems in immigrant life.

Ida Tarbell was another muckraker. She wanted the government to do more to control big business. Tarbell wrote a book about John D. Rockefeller's Standard Oil Company. She wrote that Standard Oil used unfair ways to control most of the oil business in the United States.



➔ Learning from Pictures Upton Sinclair's book told about problems in America's meat industry. What kind of factory conditions do you think these workers faced? ➔



Upton Sinclair

In 1911 the Supreme Court ruled that it was against the law for the Standard Oil Company to control America's oil. Thirty-three smaller companies were formed from the Standard Oil Company. Standard Oil no longer controlled America's oil.

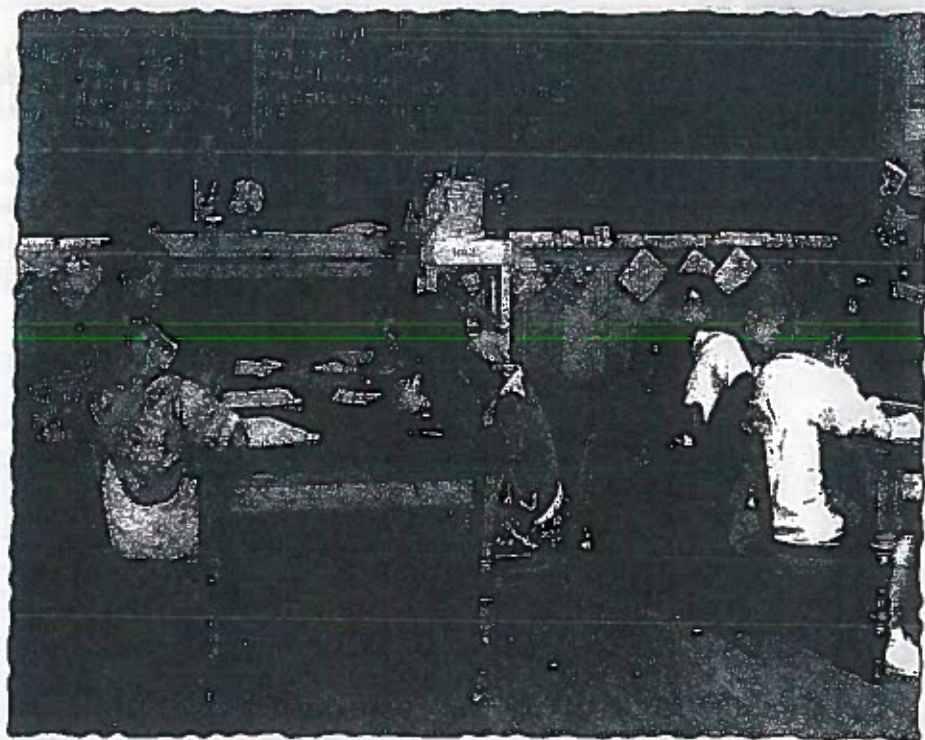
Upton Sinclair also was a muckraker. He wrote a book about problems in America's meat **industry**. The working conditions were terrible. The factories were very dirty. Rats ran everywhere, even on the meat. The factories sold bad meat and meat that had fallen on the dirty floors.

President Roosevelt decided new laws were needed to protect the country's meat. In 1906 a law was passed that said people from the government must check all meat factories. In that same year, Congress passed the **Pure Food and Drug Act**. This new law said all food and all medicine must be made in clean factories. The food and medicine must be safe for people to use.

President Roosevelt worked for reform in another way. He worked for **conservation**. Conservation means protecting **natural resources**. Natural resources are things we get from the earth. Animals, forests, metals, and water are some of our natural resources.

President Roosevelt believed Americans must protect their natural resources. He knew Americans were chopping down too many forests. He worked with

African American children had to go to separate schools from white children. ➤



W.E.B. Du Bois

Congress to pass laws to protect the forests. After that, businesses had to obey laws about how and where trees could be cut down. Roosevelt helped protect about 150 million **acres** of land. People could enjoy America's beautiful land and water in new, large parks.

African Americans fought hard for reform. In 1909 W.E.B. Du Bois helped start a group called the National Association for the Advancement of Colored People, or NAACP. This group worked hard to end **discrimination** against African Americans in the United States. Discrimination is the unfair difference in the way people are treated. Discrimination against African Americans was present in many places. In the South it was difficult for African Americans to find work. African Americans could not vote. African American children were not allowed to go to the same schools as white children.

Jane Addams, Florence Kelley, and other important leaders worked with Du Bois. Du Bois and the NAACP worked to win equal rights for African Americans. It would be a long, hard struggle. You will read more about this struggle in Chapters 37 and 38. The NAACP continues to work for equal rights today.

Many Americans worked for reform in the early 1900s. They helped solve important problems for the nation.

Using What You've Learned

Read and Remember

Write the Answer Write a sentence to answer each question.

- 1) How did Florence Kelley help women workers? _____

- 2) How did President Theodore Roosevelt help the coal miners' union? _____

- 3) What was a muckraker? _____

- 4) What did the Supreme Court decide about Standard Oil in 1911? _____

- 5) What did Upton Sinclair write about? _____

Think and Apply

Categories Read the words in each group. Decide how they are alike. Choose the best title in blue print for each group. Write the title on the line above each group.

Muckrakers
Florence Kelley

- 1) _____
President of the United States
wanted laws for safe meat, food,
and medicine
worked for conservation
- 2) _____
fought against child labor
checked factory safety
helped working women

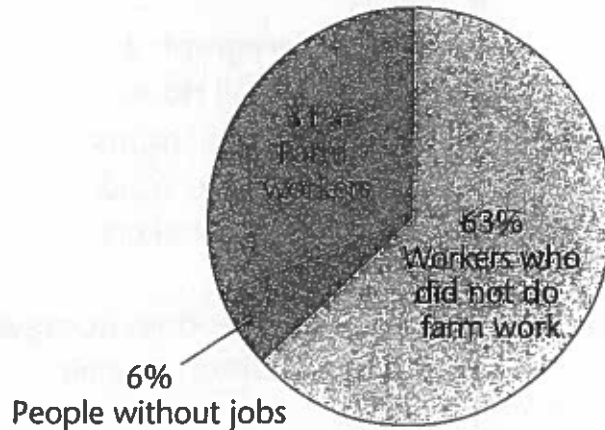
W.E.B. Du Bois
Theodore Roosevelt

- 3) _____
fought against discrimination
helped start the NAACP
worked for equal rights for
African Americans
- 4) _____
Jacob Riis
Ida Tarbell
Upton Sinclair

Skill Builder

Reading a Circle Graph A **circle graph** shows how all of something is divided into parts. The parts add up to 100 percent, or 100%. This circle graph tells about American workers in 1910. Many Americans did factory work and other jobs. Some people did farm work. Some people did not have jobs.

American Workers in 1910



Study the circle graph. Choose a word in blue print to finish each sentence. Write the word you choose on the correct blank line.

smallest
half

farm
factory

six
largest

- 1 In 1910, _____ percent of Americans did not have jobs.
- 2 In 1910, 31 percent of American workers did _____ work.
- 3 The _____ group was workers who did not do farm work.
- 4 People who did not have jobs were the _____ group.
- 5 The largest group included _____ workers.
- 6 Less than _____ of the working people did farm work.

Journal Writing

Choose a person who worked for reform in the early 1900s. In your journal, write a paragraph about his or her work. Tell why the work was important.

Review

Use the words in the first box to finish the first paragraph. Use the words in the second box to finish the second paragraph. Write the words you choose on the correct blank lines.

Paragraph 1

reporter
big business
steel
immigrants
problems
labor unions
oil

Paragraph 2

Hull House
equal rights
Lillian Wald
muckrakers
lead
Theodore Roosevelt
Upton Sinclair

From the 1880s to 1920, millions of (1) _____ came to the United States. Jacob Riis was a newspaper (2) _____. He wrote about (3) _____ in immigrant life. Andrew Carnegie was an immigrant from Scotland. By 1899 Carnegie owned most of the (4) _____ mills in the United States. John D. Rockefeller helped (5) _____ grow bigger. His company owned many (6) _____ refineries. Most factory workers did not earn much money. Factory workers started (7) _____ to get better salaries.

In 1889 Jane Addams started (8) _____ to help people in Chicago. (9) _____ started the Henry Street Settlement House. Alice Hamilton worked to help factory workers be safe from (10) _____ poisoning. President (11) _____ helped get laws passed for safe meat, food, and medicine. Jacob Riis, Ida Tarbell, and (12) _____ were progressive writers called (13) _____. They worked to solve problems in the United States. W.E.B. Du Bois helped start the NAACP. Du Bois and the NAACP worked toward (14) _____ for African Americans.

Name: _____

- 1) What was the focus of the Progressive Movement during the early 1900's?
 - A) laws restricting the voting power of naturalized citizens
 - B) more powerful political machines
 - C) laissez-faire economic policies
 - D) political and economic reforms
- 2) In the early 1900's, what actions characterized the muckraker's reform movements?
 - A) They wrote articles and novels which exposed problems caused by industrialization.
 - B) They worked to repeal the Sherman Antitrust Act.
 - C) They formed a political party that proposed solutions for the current problems.
 - D) They supported the actions of monopolies.
- 3) How did the settlement housing movement attempt to solve the problems of the urban poor?
 - A) It urged children to find work to help pay expenses.
 - B) It provided the poor with education and medical care.
 - C) It encouraged the poor to move to rural areas and buy farms.
 - D) It helped organize workers into labor unions.
- 4) What was the Wisconsin Idea?
 - A) a proposal submitted to Congress on prohibition
 - B) a group that laid the groundwork for the fight for women's rights
 - C) a program of Progressive reforms
 - D) a state-run insurance program
- 5) What law attempted to correct the spoils system by granting government jobs based on merit?
 - A) Clayton Act
 - B) Bland-Alison Act
 - C) Pendleton Act
 - D) Adamson Act
- 6) The Civil Service Act was passed after the assassination of which United States president?
 - A) William McKinley
 - B) James A. Garfield
 - C) Abraham Lincoln
 - D) John F. Kennedy
- 7) What was one reason for the creation of the Interstate Commerce Act of 1887?
 - A) raise tariff rates
 - B) provide for irrigation projects
 - C) regulate shipping rates of railroads
 - D) prohibit sale of impure foods
- 8) The Sherman Antitrust Act was passed with the intention of
 - A) limiting the practices of monopolies and trusts
 - B) changing the United States from a gold to a silver standard
 - C) controlling interstate commerce
 - D) allowing a laissez-faire approach to the economy
- 9) The Pure Food and Drug Act of 1906 provided for the
 - A) prohibition of the sale of tobacco
 - B) proper labeling of certain products
 - C) freedom to sell all foods and drugs
 - D) federal inspection of all meat
- 10) Which reform idea was a common goal of the Populists and the Progressives?
 - A) restoration of the nation's cities
 - B) improvement in the status of African Americans
 - C) greater control of government by the people
 - D) expansion of opportunities for immigrants
- 11) How did muckrakers contribute to the rise of Progressivism in the early years of the 20th century?
 - A) by aligning themselves with the women's suffrage movement
 - B) by writing favorable biographies about wealthy Americans
 - C) by exposing widespread corruption in business and government
 - D) by challenging big government and urging a return to past conditions
- 12) Which statement *best* reflects a political belief of the Progressives?
 - A) The government needs to regulate big business to protect consumers and workers.
 - B) Beyond maintaining the peace and protecting private property, government should not involve itself in economic issues.
 - C) Patronage and special interests keep the wheels of government turning.
 - D) The purpose of politics is to benefit the educated and the wealthy — those people whose interests really matter.

- 13) The Interstate Commerce Act and the Sherman Antitrust Act were passed by Congress to
- A) improve working conditions
 - B) promote fair hiring practices
 - C) increase safety in the workplace
 - D) protect the interests of small businesses
- 14) During the Progressive Era, Jane Addams responded to urban conditions by working to establish
- A) newspapers that helped to inform Americans about slum conditions
 - B) free public schools located in inner-city neighborhoods
 - C) settlement houses that provided assistance to the poor
 - D) laws that restricted certain immigrant groups
- 15) "Jane Addams Opens Hull House"
 "Jacob Riis Photographs Tenement Residents"
 "Ida Tarbell Exposes Standard Oil Company"

These headlines represent efforts by individuals to

- A) solve problems of American farmers
 - B) improve depressed urban areas
 - C) support business monopolies
 - D) correct abuses of the Industrial Revolution
- 16) In his book *How the Other Half Lives*, Jacob Riis focused attention on the living conditions of
- A) small farmers on the Great Plains
 - B) Native American Indians on reservations
 - C) residents of urban slums
 - D) sharecroppers in the South
- 17) "In short, our aim should be, not to destroy, but effectively... to regulate and control, in the public interest, the great instrumentalities [corporations] of modern business...."

—Theodore Roosevelt, 1913

During the early 20th century, a supporter of this statement would most likely have favored

- A) tax incentives for business mergers and consolidations
 - B) a return to an agrarian economy
 - C) a hands-off policy toward big business
 - D) laws prohibiting unfair business practices
- 18) Both the Sherman Antitrust Act and the Clayton Antitrust Act were passed in response to the problem of
- A) business combinations limiting competition
 - B) unsafe working conditions in factories
 - C) companies refusing to hire minority workers
 - D) businesses choosing to hire illegal immigrants



SOURCE: *Triumph of the American Nation*, Harcourt Brace

19)

The cartoon illustrates President Theodore Roosevelt's attempt to

- A) ignore antitrust laws
- B) limit the power of monopolies
- C) eliminate foreign ownership of United States corporations
- D) conserve natural resources

20) The Populist and the Progressive movements were similar in their approaches to reform in that *both*

- A) opposed the strict laissez-faire attitudes of the federal government
- B) lobbied for immediate social and economic equality for African Americans
- C) supported the return of powers to the state governments
- D) promoted the use of violent strikes and protests against big business organizations

Progressive Era Legislation

Date	Legislation	Purpose
1905	United States Forest Service established	Manage the nation's water and timber resources
1906	Meat Inspection Act	Regulate meat processing to ensure clean conditions
1906	Pure Food and Drug Act	Outlaw dishonest labeling of food and drugs
1913	Department of Labor established	Promote the interests of working people

21)

The common purpose of these legislative acts was to

- A) advance the growth of big business
- B) improve conditions for recent immigrants to the United States
- C) promote the general welfare of the American public
- D) protect the nation's natural resources

22) Which heading *best* completes the partial outline below?

I. _____

- A. Secret ballot
- B. Direct election of senators
- C. Recall
- D. Referendum

- A) *Progressive Reforms*
- B) *Universal Suffrage*

- C) *Checks and Balances*
- D) *Unwritten Constitution*

- 23) Reforms such as initiative, referendum, and recall were designed to
- A) strengthen the power of the National Government
 - B) improve economic opportunities for minority groups
 - C) involve voters more directly in the political process
 - D) speed up the Presidential election process
- 24) Which statement *best* summarizes President Theodore Roosevelt's views about conservation?
- A) Environmental issues are best decided by the private sector.
 - B) Decisions about the use of natural resources should be left to the states.
 - C) Wilderness areas and their resources should be protected for the public good.
 - D) Unlimited access to natural resources is the key to business growth.
- 25) The Federal Reserve System was created to
- A) protect consumers from fraud
 - B) manage the nation's supply of currency and interest rates
 - C) provide military support for the armed forces
 - D) maintain a national petroleum supply
- 26) During the Progressive Era, an amendment to the United States Constitution provided for greater representative democracy by changing the method of selecting the
- A) judges for Federal Courts
 - B) President's Cabinet
 - C) electoral college
 - D) members of the United States Senate
- 27) During the 19th century, what was the major reason that an increasing number of states established public schools and passed compulsory education laws?
- A) The United States had begun a massive program of technical training to enhance its international economic position.
 - B) Most jobs required a high school diploma.
 - C) The Supreme Court required the states to do so.
 - D) Reformers argued that an educated, literate population was necessary for a successful democracy.
- 28) Who were Jacob Riis, Upton Sinclair, and Ida Tarbell?
- A) supporters of the spoils system
 - B) writers and critics who exposed injustice and corruption
 - C) senators who supported Bull Moose Party
 - D) leaders of the NAACP
- 29) Upton Sinclair wrote *The Jungle* to expose the
- A) plight of the factory worker
 - B) lack of education of immigrants
 - C) evils of meatpacking industry
 - D) conditions of the tenements
- 30) Which of the following *best* describes William Tweed?
- A) A muckraker who wrote articles exposing city politics for *McClure's Magazine*.
 - B) A strong advocate of women's suffrage.
 - C) A corrupt machine boss who stole more than \$100 million from New York City.
 - D) A leader of reform movements in the New Jersey state government.
- 31) What was the goal of the 16th Amendment?
- A) ban on the manufacture, sale, and transport of alcohol
 - B) right to vote for women
 - C) direct election of senators
 - D) creation of a progressive income tax

- 32) What was the goal of the 19th Amendment?
- A) creation of a progressive income tax
 - B) right to vote for women
 - C) ban on the manufacture, sale, and transport of alcohol
 - D) direct election of senators

The End of the Climb, 1920



SOURCE: Rollin Kirby, *The New York World*

33)

What is the *main* idea of the cartoon?

- A) religious freedom
 - B) the right to vote
 - C) the right of due process
 - D) freedom of speech
- 34) "Negroes must insist continually that voting is necessary to proper manhood, that color discrimination is barbarism, and that black boys need education as well as white boys."

This quotation by W.E.B. Du Bois, takes an approach to civil rights that

- A) encourages active behavior
 - B) agrees with Jim Crow laws passed in the South
 - C) is gradual in nature
 - D) follows Supreme Court decisions of the late 19th century
- 35) "He [the Negro] simply wishes to make it possible for a man to be both a Negro and an American without being cursed and spit upon by his fellows, without losing the opportunity of self-development. —W.E.B. Du Bois

What does W.E.B. Du Bois urged African Americans to do?

- A) to freely allow inequality
 - B) to demand the right to vote
 - C) to better themselves without sacrificing their heritage
 - D) to accept mistreatment by fellow Americans
- 36) What was the goal of the 18th Amendment?
- A) creation of a progressive income tax
 - B) right to vote for women
 - C) direct election of senators
 - D) ban on the manufacture, sale, and transport of alcohol

Unit 7: Populists and Progressives

DBQ 14: Progressivism

Historical Context:

For almost a century historians have argued about progressivism: What were its defining characteristics? What was its meaning? What did progressivism accomplish? They can agree on some points: Yes, the progressive era was generally a period of social, political, and economic reforms; and yes, it lasted for only a few years, from about 1900 to 1917 (though some historians say it began earlier and some say it lasted longer). As to its characteristics, most historians would say that progressives were generally optimists, believing that social ills were curable. Most progressives were middle class and educated. Most were Protestant, and the sense of religious fervor and mission ran through their rhetoric and their work. Much (but certainly not all) of the progressives' focus was on urban America and its problems. And, progressivism's tone was distinctly moral, idealistic, and patriotic. But beyond these few general points, there is little agreement. Perhaps the only thing that *all* historians would agree upon is this: Progressivism is not easily understood, and it was certainly broader, more varied, and more complicated than it's often described in high school history books.

◆ **Directions:** The following question is based on the accompanying documents (1–9). As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes.
3. Based upon your own knowledge of the topic and on the evidence found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: How would you define and describe the progressive reform movement?

(continued)



DBQ 14: Progressivism *(continued)*

Document 1

Here is a brief excerpt from a speech given by U.S. Senator Elihu Root in 1913. Root had earlier served in President Theodore Roosevelt's cabinet as Secretary of War and Secretary of State. In 1912 he was awarded the Nobel Peace Prize. In this section of his speech, Root is explaining why the progressive reform movement began. (Be warned: This is a difficult reading and will take some effort to understand.)

The real difficulty appears to be that the new conditions [growing from] the . . . industrial development of the last half-century are continuously and progressively demanding the readjustment of the relations between [society] and the establishment of new legal rights and obligations not [understood or anticipated in America's early years] when . . . laws were passed or . . . limitations upon the powers of government were [placed] in our Constitution.

Document 2

This short excerpt comes from the first inaugural address of President Woodrow Wilson, given on March 4, 1913. Early in the speech, Wilson reminded Americans that industrialism had brought us great material wealth.

We see that in many things [our] life is very great. . . . But . . . evil has come with the good. . . . With riches has come inexcusable waste. We have squandered a great part of what we might have used, and have not stopped to conserve the exceeding bounty of nature. . . . We have been proud of our industrial achievements, but we have not . . . stopped thoughtfully enough to count the human costs. . . . [Our] great Government we loved has too often been made use of for private and selfish purposes, and those who used it had forgotten the people.

At last a vision has been [shown to] us of our life as a whole. We see the bad with the good. . . . With this vision we approach new affairs. Our duty is to cleanse, to reconsider, to restore, to correct the evil . . . to purify and humanize every process of our common life. . . .

(continued)



DBQ 14: Progressivism *(continued)***Document 3**

In 1912, four years after retiring from the presidency, Theodore Roosevelt again ran for president. He ran, not as the Republican Party candidate, but as the candidate of a third party, the Progressive Party. This document is a short excerpt from the keynote address given by U.S. Senator Albert Beveridge at the 1912 Progressive Party convention in Chicago.

We stand for a nobler America. We stand for an undivided Nation. We stand for a broader liberty, a fuller justice. We stand for social brotherhood as against savage individualism. We stand for an intelligent cooperation instead of a reckless competition. We stand for mutual helpfulness instead of mutual hatred. We stand for equal rights, as a fact of life instead of a catchword of politics. We stand for the rule of the people as a practical truth instead of a meaningless pretense. We stand for a representative government that represents the people. We battle for the actual rights of man.

Document 4

John Spargo was a progressive muckraker and, like many other muckrakers, an active socialist. He focused much of his reform efforts on improving the lives of poor children. The following quotation comes from the introduction to a book he wrote in 1908; in it, he advocated government controls over the pasteurization and sale of milk in order to protect the health of babies and children. (From John Spargo, *The Common Sense of the Milk Question*, Macmillan, 1908.)

What I want to do is to place before the American public a calm and dispassionate statement of certain curable ills as a basis upon which to rest an earnest plea for action; to waken, if possible, all those dormant and neglected powers and impulses for good which need to be called into active cooperation in order that the evils may be remedied.

Document 5

Here is another brief quote from John Spargo. This comes from a letter that he wrote to historian Louis Filler in 1938, in which he tried to explain the goals of socialist muckrakers like himself, Upton Sinclair, Robert Hunter, Rhett Child Dorr, Lincoln Steffens, and many others during the progressive era, years earlier.

The things we were advocating were not advocated with a view to overturning the capitalist system. All that we wrote might as well have been written by an earnest Christian trying to apply Christian principles to a very definite and serious human problem.

(continued)

DBQ 14: Progressivism *(continued)*

Document 6

Here is an excerpt from a speech given by President Theodore Roosevelt to the National Conservation Congress in 1908.

... there must be the look ahead, there must be a realization of the fact that to waste, to destroy, our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed.

Document 7

This is a brief excerpt from *The Struggle for Self-Government*, a book written by Lincoln Steffens and published in 1906.

Too often we have found both [political] parties representing graft—big business graft. The people, especially in the West, are waking to a realization of this state of things, and . . . they are following leaders who see that the way to restore government representative of the common interests of the city or State is to restore to public opinion the control of the dominant party. . . . The people of Wisconsin . . . are law-abiding, conservative, and fair. . . . And they are to be trusted, for no matter how men may differ about Governor La Follette otherwise, his long, hard fight has developed citizenship in Wisconsin—honest, reasonable, intelligent citizenship.

Document 8

This is a list of some of the significant areas of reform during the progressive era.

Women's suffrage	Child labor laws	Anti-Trust laws
Food and drug inspection	Local building codes	Local fire codes
Milk pasteurization laws	Prohibition	Antiprostitution laws
Settlement houses	Social Gospel	Professional licensing
Progressive income taxes	Election reforms	Referendum and Initiative
Election of U.S. Senators	Conservation laws	National and State parks
Clean government reforms	Labor laws	School attendance laws
Federal Reserve Act	Interstate commerce	Civil Service reforms
Worker safety laws	Tariff reforms	Progressive education
World peace movements		

(continued)



DBQ 14: Progressivism *(continued)***Document 9**

Here is an excerpt from the "Social Creed of the Methodist Episcopal Church," a statement adopted in 1908.

The Methodist Episcopal Church stands:

For equal rights and complete justice for all men in all stations of life.

For the abolition of child labor.

For such regulation of the conditions of labor for women as shall safeguard the physical and moral health of the community.

For a release from employment one day in seven.

For a living wage in every industry.

For the highest wage that each industry can afford and for the most equitable division of the products of industry that can ultimately be devised.

For the recognition of the Golden Rule and the mind of Christ as the supreme law of society and the sure remedy for all social ills.



DBQ: THE PROGRESSIVE ERA

Document 1:

1. According to Senator Root, what were the causes of the Progressive Era?
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Document 2:

- 2A. What does President Wilson mean when he says, "...evil has come with the good..."?
-
-

- 2B. What does President Wilson believe must end the evil in American Society?
-
-

Document 3:

3. Identify two ways in which Senator Beveridge advocated change in society?
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-

Document 4:

4. For whom does muckraker John Spargo refer to when he urges a "...earnest plea for action..."?
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-

Document 5:

5. Identify and define a serious human problem implied by John Spargo?
-
-

Document 6:

6. Based upon President Theodore Roosevelt's speech to congress in 1908, what is "conservationism?"
-
-

Document 7:

7. According to Lincoln Steffens who should mostly influence the two parties?
-
-

Document 8:

8. Identify and explain the significance of two Progressive Era Reforms?
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Document 9:

9. Identify two beliefs of the Methodist Episcopal Church? How do these beliefs adhere to the Progressive Era philosophy?
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