



Chapter 13 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



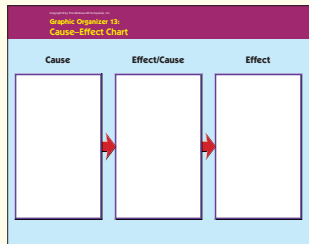
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

TEACHING TRANSPARENCIES

Graphic Organizer 13



Why It Matters Chapter Transparency 13



Linking Past and Present Activity 13

Conserving the Forests

Preview In the early 1900s, the U.S. Forest Service was created to manage the nation's public lands. The agency's mission was to conserve the forests for the benefit of the people. The agency's work was to protect the forests from logging, grazing, and other activities that could damage the forests. The agency's work was to protect the forests for the benefit of the people.

Now Today, the U.S. Forest Service continues to manage the nation's public lands. The agency's mission is to conserve the forests for the benefit of the people. The agency's work is to protect the forests from logging, grazing, and other activities that could damage the forests. The agency's work is to protect the forests for the benefit of the people.

CRITICAL THINKING

1. Analyzing Information How did the National Reclamation Act affect forest management?

2. Making Connections How did the National Reclamation Act affect forest management?

3. Drawing Conclusions How did the National Reclamation Act affect forest management?

Enrichment Activity 13

The Changing Labor Force

Directions The following activities describe the labor force in the United States from 1980 to 2010. Study a variety of data to see how the labor force has changed over time. Then answer the questions that follow.

Year	Total	Male	Female	White	Hispanic/Latino	Black	Asian/Pacific Islander
1980	108,000,000	68,000,000	40,000,000	75,000,000	10,000,000	15,000,000	5,000,000
1990	120,000,000	72,000,000	48,000,000	80,000,000	12,000,000	18,000,000	6,000,000
2000	130,000,000	78,000,000	52,000,000	85,000,000	15,000,000	20,000,000	8,000,000
2010	140,000,000	82,000,000	58,000,000	90,000,000	18,000,000	22,000,000	10,000,000

LABOR FORCE BY INDUSTRY

Year	Manufacturing	Construction	Retail	Healthcare	Education	Government	Other
1980	25%	10%	15%	5%	10%	10%	25%
1990	20%	10%	15%	10%	10%	10%	25%
2000	15%	10%	15%	15%	10%	10%	25%
2010	10%	10%	15%	20%	10%	10%	25%

Primary Source Reading 13

Primary Source Reading 13.1

Muchacking

Reader's Dictionary

CRITICAL THINKING

1. Analyzing Information How did the National Reclamation Act affect forest management?

2. Making Connections How did the National Reclamation Act affect forest management?

3. Drawing Conclusions How did the National Reclamation Act affect forest management?

REVIEW AND REINFORCEMENT

Reteaching Activity 13

Reteaching Activity 13

The Progressive Movement, 1890-1910

Directions Read the text and answer the questions that follow. If the definition is false, write the correct definition in the space provided.

1. Analyzing Information How did the National Reclamation Act affect forest management?

2. Making Connections How did the National Reclamation Act affect forest management?

3. Drawing Conclusions How did the National Reclamation Act affect forest management?

Vocabulary Activity 13

Vocabulary Activity 13

The Progressive Movement, 1890-1910

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2. Making Connections How did the National Reclamation Act affect forest management?

3. Drawing Conclusions How did the National Reclamation Act affect forest management?

Time Line Activity 13

Time Line Activity 13

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2. Making Connections How did the National Reclamation Act affect forest management?

3. Drawing Conclusions How did the National Reclamation Act affect forest management?

Critical Thinking Skills Activity 13

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1. Analyzing Information How did the National Reclamation Act affect forest management?

2. Making Connections How did the National Reclamation Act affect forest management?

3. Drawing Conclusions How did the National Reclamation Act affect forest management?

Meeting NCSS Standards

- The following standards are highlighted in Chapter 13:
- Section 1** VI Power, Authority, and Governance: A, B, I
 - Section 2** IV Individual Development and Identity: E, F
 - Section 3** II Time, Continuity, and Change: B, C, F
 - Section 4** VI Power, Authority, and Governance: A, F, I

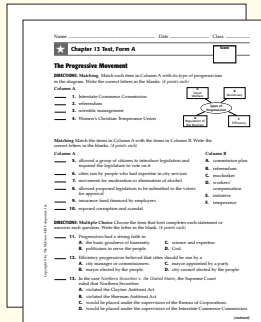
Local Standards

Chapter 13 Resources

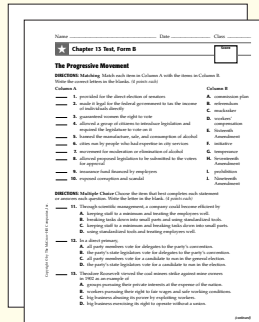


ASSESSMENT AND EVALUATION

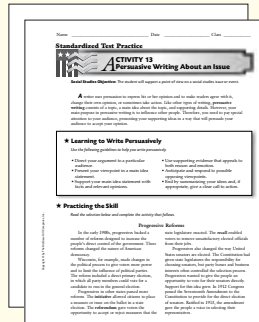
Chapter 13 Test Form A



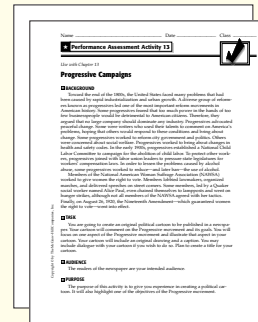
Chapter 13 Test Form B



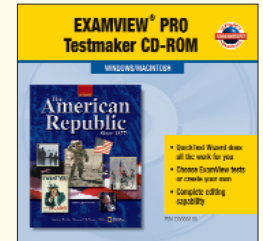
Standardized Test Practice Workbook Activity 13



Performance Assessment Activities and Rubrics 13



ExamView® Pro Testmaker CD-ROM



MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



THE HISTORY CHANNEL.®

The following videotape programs are available from Glencoe as supplements to Chapter 13:

- **Molly Brown: An American Legend** (ISBN 0-76-700767-0)
- **Susan B. Anthony: Rebel for the Cause** (ISBN 1-56-501646-7)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the *American Republic Since 1877*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.



Chapter 13 Resources

SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p>SECTION 1 The Roots of Progressivism</p> <p>1. Discuss the rise of the Progressive movement.</p> <p>2. Evaluate the impact of initiative, referendum, and recall, and of the Seventeenth Amendment.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 13-1 Daily Lecture and Discussion Notes 13-1 Guided Reading Activity 13-1* Section Quiz 13-1* Reading Essentials and Study Guide 13-1 Performance Assessment Activities and Rubrics Interpreting Political Cartoons 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 13-1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Skillbuilder Interactive Workbook, Level 2 Audio Program
<p>SECTION 2 Roosevelt in Office</p> <p>1. Describe various efforts to regulate concentrated corporate power.</p> <p>2. Discuss Theodore Roosevelt's interest in environmental conservation.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 13-2 Daily Lecture and Discussion Notes 13-2 Guided Reading Activity 13-2* Section Quiz 13-2* Reading Essentials and Study Guide 13-2 Performance Assessment Activities and Rubrics Supreme Court Case Studies 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 13-2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 3 The Taft Administration</p> <p>1. Explain how Theodore Roosevelt helped Taft get elected.</p> <p>2. Discuss why progressives were disappointed with Taft as president.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 13-3 Daily Lecture and Discussion Notes 13-3 Guided Reading Activity 13-3* Section Quiz 13-3* Reading Essentials and Study Guide 13-3 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 13-3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 4 The Wilson Years</p> <p>1. Describe Wilson's economic and social reforms.</p> <p>2. Evaluate the legacy of the Progressive movement.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 13-4 Daily Lecture and Discussion Notes 13-4 Guided Reading Activity 13-4* Section Quiz 13-4* Reading Essentials and Study Guide 13-4 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 13-4 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program
<p>0:00 OUT OF TIME? Assign the Chapter 13 Reading Essentials and Study Guide. </p>		

*Also Available in Spanish

Blackline Master
 Transparency
 CD-ROM
 DVD
 Poster
 Music Program
 Audio Program
 Videocassette

Chapter 13 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "Central Park: Oasis in the City," May 1993
- "Chicago: Welcome to the Neighborhood," May 1991
- "Miami," January 1992
- "New Life for Ellis Island," September 1990
- "New York's Chinatown," August 1998

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

- *PictureShow: Story of America, Part 2* (CD-ROM)
- *PicturePack: Story of America Library, Part 2* (Transparencies)
- *PictureShow: Native Americans, 1 and 2* (CD-ROM)
- *PicturePack: Native American* (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *Historical Atlas of the United States* (Atlas)
- *Immigration: The Triumph of Hope* (Video)

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Deborah Welch
Glade Valley High School
Glade Valley, NC



The Muckrakers

Organize the class into groups. Each will create a newspaper and divide the workload between editor and reporters. Each newspaper will then investigate a problem that reporters of the Progressive Era researched and prepare articles for inclusion in their paper. Possible topics include: workers' strikes and the courts, trust-busting, settlement houses, woman suffrage, presidential campaigns, temperance reform, and World War I and the issue of U.S. participation before 1917.

Encourage students to secure a "scoop." For example, one might create an interview with a resident of a settlement house. Another student might secure an interview with Roosevelt, Taft, or Wilson during the 1912 presidential campaign. Other interview subjects might include W.E.B. Du Bois in 1909 when the National Association for the Advancement of Colored People was formed.

Working with their editors, each group will put together their newspaper for the class to read. If time allows, the class might then debate the views presented in each newspaper.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:

CHAPTER
13

The Progressive
Movement 1890–1919



**Performance
Assessment**

Refer to Activity 13 in the Performance Assessment Activities and Rubrics booklet.

Why It Matters Activity

Have students hypothesize how direct primaries and the direct election of senators changed politics in America. Students should evaluate their answers after they have completed the chapter. **US:** 25D; **ELA:** Gr9/10: 16B; Gr11: 15B

**GLENCoe
TECHNOLOGY**

**The American Republic
Since 1877 Video Program**

To learn more about the meatpacking industry, have students view the Chapter 13 video, "The Stockyard Jungle," from the *American Republic Since 1877 Video Program*.

Available in DVD and VHS

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to preview Chapter 13 content.

Available in VHS

Why It Matters

Industrialization changed American society. Cities were crowded with new immigrants, working conditions were often bad, and the old political system was breaking down. These conditions gave rise to the Progressive movement. Progressives campaigned for both political and social reforms for more than two decades and enjoyed significant successes at the local, state, and national levels.

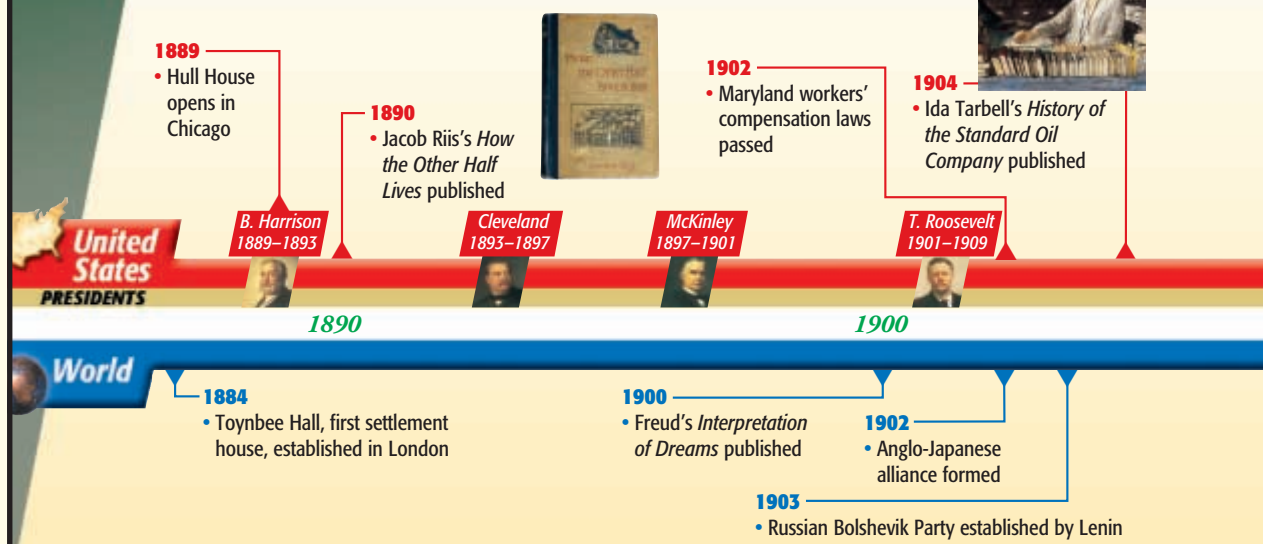
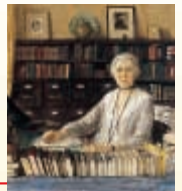
The Impact Today

- Many Progressive-era changes are still alive in the United States today.
- Political parties hold direct primaries to nominate candidates for office.
 - The Seventeenth Amendment calls for the direct election of senators.
 - Federal regulation of food and drugs began in this period.



The American Republic Since 1877 Video

The Chapter 13 video, "The Stockyard Jungle," portrays the horrors of the meatpacking industry first investigated by Upton Sinclair.



TWO-MINUTE LESSON LAUNCHER

Ask if any students have ever served as volunteers in an election campaign, including for student council. Ask those who have to describe their experiences. Then ask the class to list the major elements that they believe are needed to run a successful campaign (*money, enthusiasm, a strong candidate, a good campaign staff, publicity*). Tell students that in this chapter they will meet three very different men who served as president.

Introducing CHAPTER 13

HISTORY Online

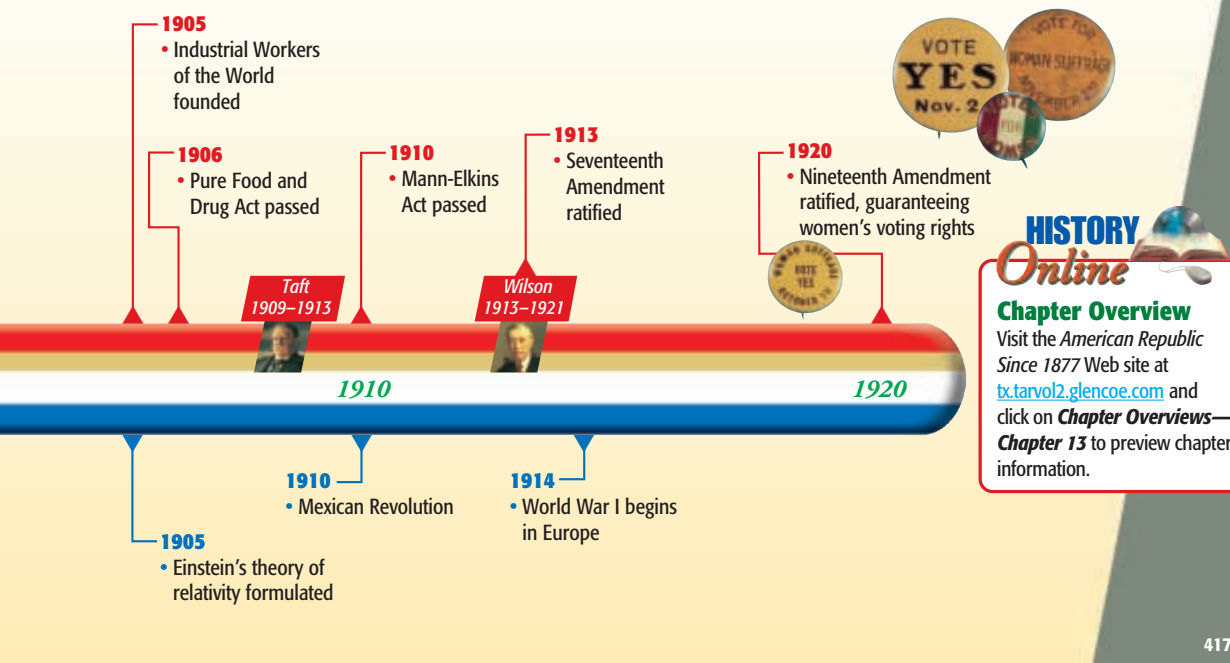
Introduce students to chapter content and key terms by having them access the **Chapter 13 Overview** at tx.tarvol2.glencoe.com.

More About the Photo

Demonstrations for woman suffrage were generally peaceful. However, some turned violent, and arrests were made. During World War I, militant suffragists demanded that President Wilson reverse his opposition to their cause. Some demonstrated by carrying banners comparing the president to Kaiser Wilhelm II of Germany. In the patriotic wartime climate, these banners inflamed hostility toward the protesters.



Women marching for the vote in New York City, 1912



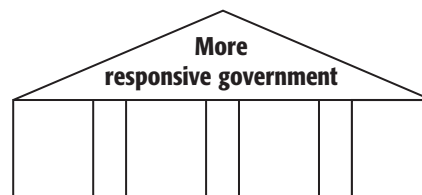
TIME LINE

ACTIVITY

Have students select a world event that is shown on the time line and learn more about it. From their research, have them write a brief description of the impact the event had on American history.

GRAPHIC ORGANIZER ACTIVITY

Organizing Information Have students use a graphic organizer similar to the one shown at right to describe the details that support the main idea that progressives wanted to make government more responsive to the people. Students' details may include direct election of senators, direct primaries, legislation to protect the banking system, food supply, and so on.





1 FOCUS

Section Overview

This section focuses on the rise of the Progressive movement.

BELLRINGER Skillbuilder Activity

 Project transparency and have students answer the question.

 Available as a blackline master.

Daily Focus Skills Transparency 13–1

Unit 4 **DAILY FOCUS SKILLS**
Chapter 13 **TRANSPARENCY 13-1**

Interpreting Information on Time Lines

WOMAN SUFFRAGE

1848 – Elizabeth Cady Stanton and Lucretia Mott organize the first women's rights convention.	1849 – A constitutional amendment denying the individual the right to own slaves is introduced in Congress but is rejected.	1850 – The Dred Scott decision is announced, ruling that African Americans are not citizens and therefore cannot sue in federal court.	1859 – The Seneca Falls Convention issues a document known as the Declaration of Sentiments, which is signed by a record 68 people.
1869 – The Seneca Falls Convention issues a document known as the Declaration of Sentiments, which is signed by a record 68 people.	1870 – The Nineteenth Amendment provides for direct election of senators.	1878 – The National Woman's Party is founded in Washington, D.C.	1890 – The Nineteenth Amendment provides for direct election of senators.

Directions: Answer the following question based on the time line.

During the history of the woman suffrage movement, how many times were constitutional amendments giving full voting rights to women presented to Congress?

A one C three
B two D four

Guide to Reading

Answers to Graphic: that people could improve society if they had strong faith in science, government should play an active role in solving society's problems, government needed to be more efficient, senators should be directly elected, women should vote

Preteaching Vocabulary

Have students create a database of the Key Terms and Names. Instruct students to add the definition and other helpful information as they find the terms and names while reading this section. **US:** 25A; **ELA:** Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 418: Gr9/10/11: 4D, 6A, 7D, 8B; Gr9: 7F; Page 419: Gr9/10/11: 6A, 8B, 19B, 20B

SECTION 1

The Roots of Progressivism

Guide to Reading

Main Idea

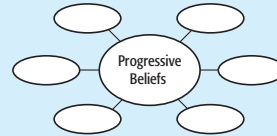
Progressivism was a diverse response to the problems posed by industrialism and modern life.

Key Terms and Names

progressivism, muckraker, Jacob Riis, commission plan, Robert La Follette, direct primary, initiative, referendum, recall, suffrage, Alice Paul, temperance, prohibition, socialism

1 Reading Strategy

Organizing As you read about the beginnings of progressivism, complete a graphic organizer similar to the one below by filling in the beliefs of progressives.



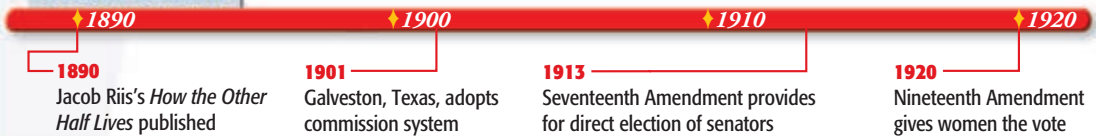
Reading Objectives

- **Discuss** the rise of the Progressive movement.
- **Evaluate** the impact of initiative, referendum, and recall, and of the Seventeenth Amendment.

Section Theme

Government and Democracy
Progressive reformers focused on political reforms to try to keep the nation true to its democratic ideals.

Preview of Events



★ An American Story ★

2

In 1917 suffragist Rose Winslow and several other women, including Alice Paul, founder of the National Woman's Party, were arrested for obstructing traffic and blocking sidewalks. The women had been picketing the White House to draw attention to the fact that women did not yet have the right to vote in federal elections. After being sentenced to seven months in jail, Paul, Winslow, and other women prisoners went on a hunger strike. Prison authorities forced the prisoners to eat. Winslow smuggled details of their plight out to the public:



A police officer arresting two suffragists in Washington, D.C.

“We have been in solitary for five weeks. . . . I have felt quite feeble the last few days—faint, so that I could hardly get my hair brushed, my arms ached so. But today I am well again. . . . [Alice Paul] dreaded forcible feeding frightfully, and I hate to think how she must be feeling. . . . I am really all right. If this continues very long I perhaps won't be. All the officers here know we are making this hunger strike [so] that women fighting for liberty may be considered political prisoners. . . . [W]e don't want women ever to have to do this over again.”

—quoted in *Jailed for Freedom*

The Rise of Progressivism

3

The struggle for the right of women to vote was only one of a series of reform efforts that transformed American society in the early 1900s. Historians refer to this era in American history—from about 1890 to 1920—as the Progressive Era.



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 13–1
- Daily Lecture and Discussion Notes 13–1
- Guided Reading Activity 13–1
- Section Quiz 13–1
- Reading Essentials and Study Guide 13–1
- Interpreting Political Cartoons

Transparencies

- Daily Focus Skills Transparency 13–1

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 13–1

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Daily Lecture and Discussion Notes
 Chapter 13, Section 1

Did You Know? Photographer Lewis Hine used his photographs to record social conditions and make them known to Americans. He made a large photographic study of immigrants and their lives in tenements and sweatshops in New York City. He also photographed children working under deplorable working conditions in factories, mills, and mines. His photographs of and comments by the children shocked the nation and greatly helped the reform movement to end child labor.

L. The Rise of Progressivism (pages 418–420)
 A. The era in American history from about 1890 to 1920 is known as the Progressive Era.

Listing Goals Ask students to find examples of the problems in American society that prompted Progressive objectives. Invite students to present the problems they found; have another student explain how each led to a Progressive goal. **L1 US: 1A, 2A–C, 4A, 24B**

HISTORY Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tx.tarvol2.glencoe.com.

Picturing History

Answer: social conditions, political corruption, and unfair practices in industry
Ask: **What company did Ida Tarbell criticize?** (Standard Oil)

Use **Interpreting Political Cartoons**, Cartoon 19.

Student Edition TEKS

US HISTORY: Page 418: 1A, 1B, 4A, 18A, 18B, 21D, 24B, 25A, 25C;
 Page 419: 1A, 4A, 20A, 21D, 22A, 25A

Who Were the Progressives? Progressivism was not a tightly organized political movement with a specific set of reforms. Instead, it was a collection of different ideas and activities. Progressives had many different views about how to fix the problems they believed existed in American society.

Progressives generally believed that industrialism and urbanization had created many social problems. Most agreed that the government should take a more active role in solving society's problems. Progressives belonged to both major political parties and usually were urban, educated middle-class Americans. Many leaders of the Progressive movement worked as journalists, social workers, educators, politicians, and members of the clergy.

Beginnings of Progressivism Progressivism was partly a reaction against laissez-faire economics and its emphasis on an unregulated market. After seeing the poverty of the working class and the filth and crime of urban society, these reformers began to doubt the free market's ability to address those problems. At the same time, they doubted that government in its present form could fix those problems. They concluded that government had to be fixed first before it could be used to fix other problems.

One reason progressives believed people could improve society was because they had a strong faith in science and technology. The application of scientific knowledge had produced the lightbulb, the telephone, the automobile, and the airplane. It had built skyscrapers and railroads. Science and technology had benefited people; thus progressives believed using scientific principles could also produce solutions for society.

The Muckrakers Among the first people to articulate Progressive ideas was a group of crusading journalists who investigated social conditions and political corruption. These writers became known as **muckrakers** after a speech by President Theodore Roosevelt:

“Now, it is very necessary that we should not flinch from seeing what is vile and debasing. There is filth on the floor and it must be scraped up with the muck-rake; and there are times and places where this service is the most needed of all the services that can be performed. . . .”

—Washington, D.C., April 14, 1906

By the early 1900s, American publishers were competing to see who could expose the most corruption and scandal. A group of aggressive 10¢ and 15¢

magazines grew in popularity at this time, including *McClure's*, *Collier's*, and *Munsey's*.

Muckrakers uncovered corruption in many areas. Some concentrated on exposing what they considered to be the unfair practices of large American corporations. In *McClure's*, for example, **Ida Tarbell** published a series of articles critical of the Standard Oil Company. In *Everybody's Magazine*, Charles Edward Russell attacked the beef industry.

Other muckrakers targeted government. David Graham Philips described how money influenced the Senate, while **Lincoln Steffens**, another *McClure's* reporter, reported on vote stealing and other corrupt practices of urban political machines. These were later collected into a book, *The Shame of the Cities*.

Still other muckrakers concentrated on social problems. In his influential book *How the Other Half Lives*, published in 1890, **Jacob Riis** described the poverty, disease, and crime that afflicted many immigrant neighborhoods in New York City. The

Picturing History

Muckrakers *McClure's* published Ida Tarbell's exposé on Standard Oil. What issues particularly concerned the muckrakers?



COOPERATIVE LEARNING ACTIVITY

Charting Reforms Organize the class into groups of five students and supply each group with a flip chart or large sheets of paper. Ask each group to make a series of charts about the reforms discussed in the chapter. Within each group, one student can record information; the others can specialize in looking for information about the following: (1) areas of reform; (2) names of reformers; (3) suggested reforms; (4) success of the suggestions. When the charts are completed, take a class vote on the reform or reformer that students consider the most important. **US: 2A–C, 4A, 4B, 7A, 8A, 18A, 18B, 19B, 21A, 21C, 21D, 24B, 25C, 25D; ELA: Gr9/10/11: 4A–D, 4F**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

CHAPTER 13

Section 1, 418–425

Guided Reading Activity 13-1

Name _____ Date _____ Class _____

Guided Reading Activity 13-1

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Rise of Progressivism

A. What, generally, did progressives believe? _____

B. Who were among the first to articulate Progressive ideas? _____

C. What were some of the areas targeted by muckrakers? _____

II. Making Government Efficient

A. What were the arguments of efficiency progressives? _____

B. Democracy and Progressivism _____

Reading Check

Answer: They investigated social conditions, and published their findings.

A City and a Storm In addition to Galveston, two Midwestern cities saw notable reforms during this time. In Toledo, Ohio, Mayor Samuel “Golden Rule” Jones established municipal ownership of public utilities and tackled police corruption. In Detroit, Michigan, Mayor Hazen Pingree set up new schools, parks, and work programs. **Ask:** **What form of local government do we have?** (Students’ answers will vary depending on where they live.) **L2 US: 25D; ELA: Gr9/10: 16E; Gr11: 15E**

Reading Check

Answer: because government could not carry out reforms unless it was reformed first

1 muckrakers’ articles led to a general public debate on social and economic problems and put pressure on politicians to introduce reforms.

✓ **Reading Check Describing** How did the muckrakers help spark the Progressive movement?

Making Government Efficient

There were many different types of progressivism. Different causes led to different approaches, and progressives even took opposing positions on how to solve some problems.

One group of progressives focused on making government more efficient. They believed that many problems in society could be solved if government worked properly. Efficiency progressives took their ideas from business. These progressives believed business had become more efficient by applying the principles of scientific management.

The ideas of scientific management had been developed in the late 1800s and were popularized by Frederick W. Taylor in his book *The Principles of Scientific Management*, published in 1911. Taylor

described how a company could become more efficient by managing time, breaking tasks down into small parts, and using standardized tools.

Efficiency progressives argued that managing a modern city required experts, not politicians. They did not want more democracy in government, for they believed that the democratic process led to compromise and corruption. In most American cities, the mayor or city council chose the heads of city departments. Traditionally, these jobs went to political supporters and friends, who often knew little about city services.

Efficiency progressives wanted either a commission plan or a council-manager system. Under the **commission plan**, a city’s government would be divided into several departments, which would each be placed under the control of an expert commissioner. These progressives argued that a board of commissioners or a city manager with expertise in city services should hire the specialists to run city departments. Galveston, Texas, adopted the commission system in 1901. Other cities soon followed.

1 ✓ **Reading Check Explaining** Why did progressives want to reorganize city government?

A City and a Storm

On September 8, 1900, a massive hurricane devastated the city of Galveston, Texas. About 6,000 people died. When the political machine that controlled the city government proved incapable of responding to the disaster, local business leaders convinced the state to let them take control. In April 1901, Galveston introduced the commission system of government. Under this system, Galveston chose five commissioners to replace the mayor and city council.

Four commissioners were local business leaders. When the city quickly recovered, reformers in other cities were impressed. Galveston’s experience seemed to prove the benefits of running a city like a business by dividing its government into departments and placing each under an expert commissioner. Many other cities soon followed, adopting either the commission plan or the council-manager system.



MEETING SPECIAL NEEDS

Visual/Spatial This activity helps to address the particular needs of visual learners. Pair students to write slogans against child labor that could have been used in the early 1900s. Slogans should be brief and clear, with emotional appeal. Then ask students to bring in contemporary magazines or books with pictures showing politicians, religious leaders, celebrities, or protesters advocating some type of political, economic, or social reform. **L1**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

Student Edition TEKS

ELA: Page 420: Gr9/10/11: 6A, 10B; **Page 421:** Gr9/10/11: 6A, 10B; Gr9: 7H; Gr10/11: 7G

Democracy and Progressivism

Not all progressives agreed with the efficiency progressives. Many believed that society needed more democracy, not less. They wanted to make elected officials more responsive to voters.

- 1 **“Laboratory of Democracy”** Political reform first came to the state level when Wisconsin voters elected Republican **Robert La Follette** to be governor. La Follette used his office to attack the way political parties ran their conventions. Because party bosses controlled the selection of convention delegates, they also controlled which candidates were chosen to run for office. La Follette pressured the state legislature to require each party to hold a **direct primary**, in which all party members could vote for a candidate to run in the general election.

La Follette’s great reform success gave Wisconsin a reputation as the “laboratory of democracy.” La

Follette claimed, “Democracy is based upon knowledge. . . . The only way to beat the boss . . . is to keep the people thoroughly informed.”

Inspired by La Follette, progressives in other states pushed for similar electoral changes. To force state legislators to respond to voters, three new reforms were introduced in many states. The **initiative** allowed a group of citizens to introduce legislation and required the legislature to vote on it. The **referendum** allowed proposed legislation to be submitted to the voters for approval. The **recall** allowed voters to demand a special election to remove an elected official from office before his or her term had expired.

GOVERNMENT

Direct Election of Senators Another reform the progressives favored affected the federal government—the direct election of senators. As originally written, the United States Constitution directed each state legislature to elect two senators from that state. Political machines or large trusts often influenced the election of senators, who then repaid their supporters with federal contracts and jobs. By the early 1900s, muckraker Charles Edward Russell charged that the Senate had become “only a chamber of butlers for industrialists and financiers.”

2 To counter Senate corruption, progressives called for the direct election of senators by all state voters. In 1912 Congress passed a direct-election amendment. Although the direct election of senators was intended to end corruption, it also removed one of the state legislatures’ checks on federal power. In 1913 the amendment was ratified, becoming the Seventeenth Amendment to the Constitution.

- 3 **Reading Check Evaluating** What was the impact of the Seventeenth Amendment? What problem was it intended to solve?

The Suffrage Movement

4 In July 1848, Elizabeth Cady Stanton and Lucretia Mott organized the first women’s rights convention in Seneca Falls, New York. Stanton convinced the delegates that their first priority should be getting women the right to vote. The movement for women’s voting rights became known as the suffrage movement. **Suffrage** is the right to vote.

Woman suffrage was an important issue for progressives. Although the suffrage movement began well before progressivism emerged, many progressives joined the movement in the late 1800s and early 1900s.

Reading Check

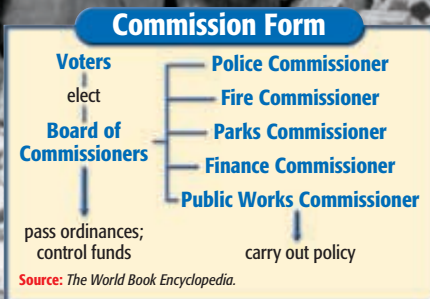
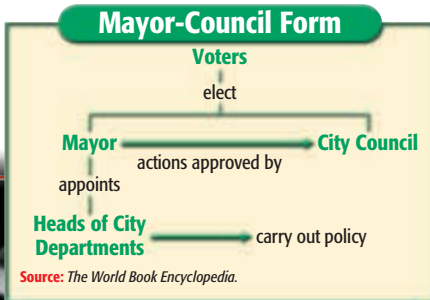
Answer: Allowing the public to elect senators made the Senate more democratic. It was intended to end corruption but removed one of the state government’s checks on federal power.

FYI

Point out that reforms often start at the local level and spread. In 1875 Nebraska established preferential primaries so voters could indicate their choices for senator. By 1912 more than one-half of the states had such primaries.



World History At the same time that American women were struggling for the right to vote, women in China were finally being freed from the disabling custom of foot-binding. Foot-binding had been practiced in China since the Song dynasty (A.D. 960–1279). It involved tightly wrapping strips of linen around young girls’ feet to discourage growth. The practice extended to all social classes and left women throughout China virtually crippled in later life. The Chinese government officially banned the practice in 1912.



INTERDISCIPLINARY CONNECTIONS ACTIVITY

Government Invite someone from the local government to address your class about the form of government used in your community. If you live in an area where there are several kinds of governments in adjacent communities, invite representatives of each. Ask your guest(s) to prepare a short talk about the way the government operates and the kinds of services that it provides. Instruct students to prepare for the class by jotting down some questions for the speaker(s). **L2 US:** 24B; **ELA:** Gr9/10/11: 4A, 4B; Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

US HISTORY: Page 420: 1A, 4A, 20A, 25A; Page 421: 1A, 4A, 4B, 17B, 18A, 18B, 19B, 21D, 24B, 25A

CHAPTER 13

Section 1, 418–425

Profiles IN HISTORY

Background: Susan B. Anthony was the first woman depicted on a U.S. coin. Unfortunately, the Susan B. Anthony dollar was not well received by the general public. The coin is no longer minted.

Ask: How do you think employers have rationalized paying women less than their male counterparts? (Students' answers will vary.)

Creating a Thematic Map Have students draw a map of the United States and indicate the states that allowed women to vote in 1912. **L1 US: 8A**

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

FYI

Mary Church Terrell, born in 1863, was the most prominent African American in the suffrage movement, but she also led a lifelong campaign against racial injustice. Terrell encouraged picketing and sit-ins years before the civil rights movement adopted those strategies. She also was a cofounder of the NAACP. Fittingly, Terrell lived long enough to see the Supreme Court's landmark ruling in *Brown v. Board of Education*.

Social Studies TAKS tested at Grades 10/11: 1 Obj 4: US7A(11) 2 Obj 3: US4B(11), US21D(11); Obj 4: US7A(11) 3 Obj 3: US4B(11), US21D(11) 4 Obj 4: US18B(11)

Early Problems The suffrage movement got off to a slow start. Women suffragists were accused of being unfeminine and immoral. Several were physically attacked. The movement also remained weak because many of its supporters were abolitionists as well. In the years before the Civil War, they preferred to concentrate on abolishing slavery.

1 After the Civil War, the Republicans in Congress introduced the Fourteenth and Fifteenth Amendments to the Constitution to protect the voting rights of African Americans. Several leaders of the woman suffrage movement had wanted these amendments worded to give women the right to vote as well. They were bitterly disappointed when Republicans refused.

2 The debate over the Fourteenth and Fifteenth Amendments split the suffrage movement into two groups: the National Woman Suffrage Association, led by Elizabeth Cady Stanton and Susan B. Anthony, and the American Woman Suffrage Association, led by Lucy Stone and Julia Ward Howe. The first group

wanted to focus on passing a constitutional amendment allowing woman suffrage. The second group believed that the best strategy was to convince state governments to give women the right to vote before trying to amend the Constitution.

This split reduced the movement's effectiveness. In 1878 a constitutional amendment granting woman suffrage was introduced in Congress, but it failed to pass. Few state governments granted women the right to vote either. By 1900 only Wyoming, Idaho, Utah, and Colorado had granted women full voting rights.

The Movement Builds Support In 1890 the two groups united to form the **National American Woman Suffrage Association (NAWSA)**. The movement still did not make significant gains, however, until about 1910. Part of the problem was convincing women to become politically active. As the Progressive movement began, however, many middle-class women concluded that they needed the vote to promote social reforms they favored. Many working-class women also wanted the vote to ensure passage of labor laws protecting women.

As the suffrage movement grew, members began lobbying lawmakers, organizing marches, and delivering speeches on street corners. By the end of 1912, Washington, Oregon, California, Arizona, and Kansas had granted women full voting rights. On March 3, 1913, the day before President Wilson's inauguration, suffragists marched in Washington, D.C., to draw attention to their cause.

4 **Alice Paul**, a Quaker social worker who headed NAWSA's congressional committee, had organized the Washington march. Paul wanted to use protests to force President Wilson to take action on suffrage. Her activities alarmed other members of NAWSA who wanted to negotiate with Wilson. Paul left NAWSA and formed the National Woman's Party. Her supporters picketed the White House, blocked sidewalks, chained themselves to lampposts, and went on hunger strikes if arrested.

In 1915 **Carrie Chapman Catt** became NAWSA's leader. Catt developed what she called her "Winning Plan" to mobilize the suffrage

Profiles IN HISTORY

Susan B. Anthony 1820–1906

Susan B. Anthony was born in Adams, Massachusetts, to Quaker parents. Quakers were generally more supportive of women's rights than some other groups, and so Anthony was able to receive a good education. She finished her schooling at the age of 17. Anthony then worked as a teacher in New York, but she was fired after protesting that her pay was one-fifth the amount of her male colleagues. She found another job, however, as a principal at New York's Canajoharie Academy. Between 1848 and 1863, Anthony was involved in both the temperance and abolitionist movements.

3 Her involvement in the drive for women's equality began in 1851 after she met Elizabeth Cady Stanton. Between 1854 and 1860, the duo attempted to change discriminatory laws in New York. In 1869 Anthony and Stanton organized the National Woman Suffrage Association and began promoting an amendment to grant woman suffrage. Anthony and 12 other women illegally cast votes in the presidential election of 1872. They were arrested and convicted, but the judge feared that

the jury would rule in Anthony's favor. He dismissed the jury and fined Anthony instead. She refused to pay the \$100 fine, but the judge decided to let her go, afraid that appealing the case might generate sympathy for the suffrage movement.

3 In 1883 Anthony traveled to Europe, and she helped form the International Council of Women in 1888. This organization represented the rights of women in 48 countries. She died in Rochester, New York, in 1906. Though Anthony did not live to see her dream of woman suffrage become reality, the United States government honored her by placing her portrait on a new dollar coin in 1979.



CRITICAL THINKING ACTIVITY

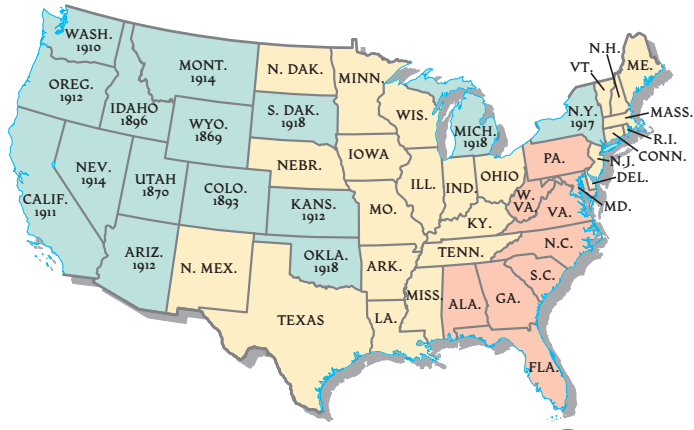
Evaluating Have students research some social services available in their community. Instruct students to select a particular social issue and learn more about what services are available. Suggest that they focus on the following questions: **What is the issue? What agencies or organizations provide services related to this issue? What kinds of services are provided? What impact are these services having on the community?** Have students write a report answering these questions. **L2 US: 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 4A–D, 4F, 13B, 13C; Gr9: 7E–G; Gr10/11: 7E–H**

Student Edition TEKS

ELA: Page 422: Gr9/10/11: 8B;
Page 423: Gr9/10/11: 10B, 19B,
20B

NATIONAL GEOGRAPHIC

Woman Suffrage, 1890–1920



Full woman suffrage before 1920, with date granted
 Partial woman suffrage before 1920
 No woman suffrage until ratification of the Nineteenth Amendment
 1920 border

Geography Skills

- Interpreting Maps** Which region led the way in granting woman suffrage?
- Applying Geography Skills** Based on the map, what region would you suggest had the least amount of campaigning for woman suffrage?

Reading Check

Answer: Women were effective in lobbying, first at the state level. Their defeat of local candidates was especially persuasive in convincing Congress to pass the Nineteenth Amendment.

Geography Skills

- Answers:**
- the West
 - the South

Geography Skills Practice

Ask: In which states did women have full voting rights in 1900? (Wyoming, Idaho, Utah, and Colorado) **US:** 8B; **ELA:** Gr9/10/11: 8B

Creating a Poster Have students create a poster or a sign that suffragists could have carried during one of their protests or marches. **L1 US:** 4A, 18A, 25C, 25D; **ELA:** Gr9/10/11: 21B, 21C

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

FYI

Tennessee became the thirty-sixth state to ratify the Nineteenth Amendment in August 1920. With ratification of the necessary three-fourths of the states, Secretary of State Bainbridge Colby certified the ratification on August 26, 1920.

movement nation-wide in one final push to gain voting rights. She also threw NAWSA's support behind Wilson in the 1916 election. Although Wilson did not endorse a woman suffrage amendment, he supported the Democratic Party's call for states to give women the vote.

The Nineteenth Amendment As more states granted women the right to vote, Congress began to favor a constitutional amendment. In 1918 the House of Representatives passed a woman suffrage amendment. Wilson then addressed the Senate, asking it to vote for the amendment. Despite his efforts, the amendment failed to pass by two votes.

- During the midterm elections of 1918, Catt used NAWSA's resources to defeat two anti-suffrage senators. The following year, in June 1919, the Senate finally passed the Nineteenth Amendment by exactly the two-thirds vote needed. On August 26, 1920, after three-fourths of the states had voted to ratify it, the Nineteenth Amendment guaranteeing women the right to vote went into effect.

Reading Check Evaluating How successful were women in lobbying to achieve passage of the Nineteenth Amendment?

Social Welfare Progressivism

While many progressives focused on reforming the political system, others focused on social problems, such as crime, illiteracy, alcohol abuse, child labor, and the health and safety of Americans. These social welfare progressives created charities to help the poor and disadvantaged. They also pushed for new laws they hoped would fix social problems.

The Campaign Against Child Labor Probably the most emotional Progressive issue was the campaign against child labor. Children had always worked on family farms, but the factory work that many children performed was monotonous, and the conditions were often unhealthy. In 1900 over 1.7 million children under the age of 16 worked outside the home. Reformers established a National Child Labor Committee in 1904 to work to abolish child labor.

Muckraker John Spargo's 1906 book *The Bitter Cry of the Children* presented detailed evidence on child labor conditions. He told of coal mines where thousands of "breaker boys" were hired at age 9 or 10 to pick slag out of coal and were paid 60¢ for a 10-hour

EXTENDING THE CONTENT

Western Women In addition to being allowed to own and run their own ranches and farms, Western women were the first to win the right to vote. The first seven states to grant woman suffrage were in the West, beginning with Wyoming in 1869. At that time, however, women could vote only in local elections. It was not until 1890 that women in Wyoming had equal suffrage and could also vote on state and national issues. **L2**

Student Edition TEKS

US HISTORY: Page 422: 1A, 4B, 7A, 18A, 19B, 21D; Page 423: 1A, 4A, 4B, 7A, 8B, 18A, 18B, 21D

NATIONAL GEOGRAPHIC
**MOMENT
in HISTORY**

The term *sweatshop* comes from the “sweating system” of subcontracting. A garment manufacturer, for instance, gave material to a go-between, who then subcontracted the work to tailors and seamstresses who worked at home or in small shops. Workers were paid by the piece, not by the hour. They therefore “sweated” because they had to work very fast.

FYI

The issue of labor relations was the central theme of one of the most popular books of the 1890s, Edward Bellamy’s *Looking Backward, 2000–1887*. In this utopian novel, people worked in a national industrial army until they retired at age 45.

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D**

1 Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 13–1

Name _____ Date _____ Class _____

Study Guide
Chapter 13, Section 1

For use with textbook pages 418–425

THE ROOTS OF PROGRESSIVISM

KEY TERMS AND NAMES

progressivism reform movement that believed the solution to social problems lay in a more active role on the part of government (page 418)

muckrakers journalists who investigated social conditions and political corruption (page 418)

Jacob Riis muckraker who wrote about the poor conditions facing many immigrant neighborhoods in New York City (page 418)

commission plan a system of city government in which a board of commissioners with expertise in city services hires specialists to run city departments (page 420)

Robert La Follette Republican governor of Wisconsin who attacked the way political parties ran their conventions and introduced the direct primary (page 421)

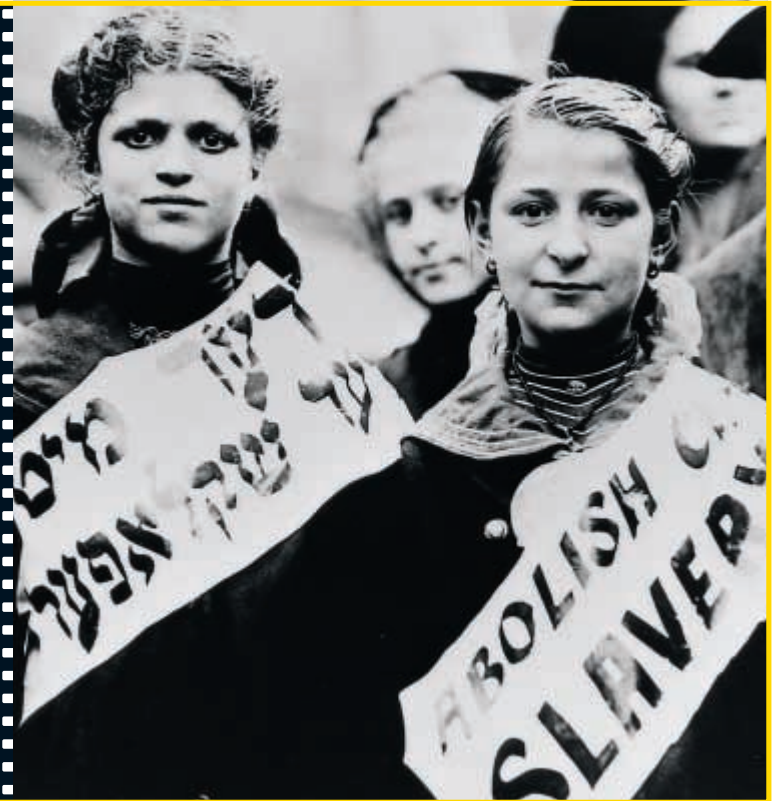
Student Edition TEKS

ELA: Page 424: Gr9/10/11: 8B;
Page 425: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H

NATIONAL GEOGRAPHIC
**MOMENT
in HISTORY**

YOUTHFUL PROTEST

Two young immigrants march in a New York City demonstration against child labor practices in 1907. Both young women wear banners proclaiming the same message—one in English, the other in Yiddish. Such protests helped publicize the exploitation of children in dingy, dangerous “sweatshops” in American cities. At the dawn of the twentieth century, more than a million children—some as young as eight—labored long hours in factories. The weight of popular opinion finally forced state governments to pass laws protecting young workers.



day. He described how the work bent their backs permanently and often crippled their hands. Reports like these convinced states to pass laws that set a minimum age for employment and established other limits on child labor, such as maximum hours children could work. At the same time, many states began passing compulsory education laws, requiring young children to be in school instead of at work.

By the early 1900s, the number of child laborers had begun to decline. For many families, the new wealth generated by industry enabled them to survive without having their children work. For others, the child labor and compulsory education laws meant that wives had to work instead.

Health and Safety Codes Many adult workers also labored in difficult conditions. Factories, coal mines, and railroads were particularly dangerous. For example, in 1911 a terrible fire swept through Triangle Shirtwaist Company in New York City. Nearly 150 women workers died, trapped by doors locked from the outside. Outrage at the deaths caused New York

City to pass strict building codes dealing with fire hazards and unsafe machinery and working conditions.

During the early 1900s, thousands of people died or were injured on the job, but they and their families received little compensation. Progressives joined union leaders to pressure states for workers’ compensation laws. These laws established insurance funds financed by employers. Workers injured in industrial accidents received payments from the funds.

Some progressives also favored zoning laws as a method of protecting the public. These laws divided a town or city into zones for commercial, residential, or other development, thereby regulating how land and buildings could be used. Building codes set minimum standards for light, air, room size, and sanitation, and required buildings to have fire escapes. Health codes required restaurants and other facilities to maintain clean environments for their patrons.

The Prohibition Movement Many progressives believed alcohol was responsible for many problems in American life. Settlement house workers hated the

MEETING SPECIAL NEEDS

Interpersonal American women who sought reform during this era needed to be persuasive. Have students demonstrate that reforming spirit by portraying one of the following women: Jane Addams or Lillian Wald arguing for better opportunities for the poor; Carrie Chapman Catt or Alice Paul arguing for woman suffrage; or Frances Willard or Carry Nation arguing for temperance. Ask students to speak or write what the reformer might have told a crowd. **L2 US: 25D**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

effects of drinking on families. Scarce wages were spent on alcohol, and drinking sometimes led to physical abuse and sickness. Many Christians also opposed alcohol.

Some employers believed drinking hurt workers' efficiency, while political reformers viewed the saloon as the informal headquarters of the machine politics they opposed. The **temperance** movement, which advocated the moderation or elimination of alcohol, emerged from these concerns.

1 For the most part, women led the temperance movement. In 1874 a group of women formed the **Women's Christian Temperance Union (WCTU)**. By 1911 the WCTU had nearly 250,000 members. In 1893 another organization—the Anti-Saloon League—was formed. At first the temperance movement worked to reduce alcohol consumption. Later it pressed for **prohibition**—laws banning the manufacture, sale, and consumption of alcohol.

2 **Reading Check** **Examining** What actions did progressives take to deal with the issue of child labor?

Progressives Versus Big Business

A fourth group of progressives focused their efforts on regulating big business. Many progressives believed that wealth was concentrated in the hands of too few people. In particular, many became concerned about trusts and holding companies—giant corporations that dominated many industries.

Progressives disagreed, however, over how to regulate big business. Some believed government should break up big companies to restore competition. This idea led to the Sherman Antitrust Act in 1890. Others argued that big business was the most efficient way to organize the economy. They pushed instead for the creation of government agencies to regulate big companies and prevent them from abusing their power. The Interstate Commerce Commission (ICC), created in 1887, was an early example of this kind of Progressive thinking.

Some progressives went even further and advocated **socialism**—the idea that the government should own and operate industry for the community as a whole. They wanted the government to buy up large companies, especially industries that affected everyone, such as railroads and utilities.

At its peak, socialism had some national support. **Eugene Debs**, the former American Railway Union leader, won nearly a million votes as the American Socialist Party candidate for president in 1912. Most progressives and most Americans, however, believed in the superiority of the American system of free enterprise.

Efforts to regulate business were focused at the national level. Congress passed a number of proposals to regulate the economy under presidents Theodore Roosevelt, William Taft, and Woodrow Wilson.

2 **Reading Check** **Evaluating** What was the impact of Eugene Debs and the Socialist Party on the 1912 election?

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

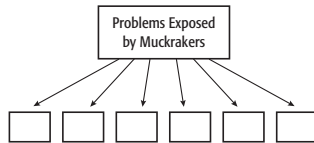
- Define:** **progressivism, muckraker, commission plan, direct primary, initiative, referendum, recall, suffrage, temperance, prohibition, socialism.**
- Identify:** Jacob Riis, Robert La Follette, Alice Paul.
- State** what was provided for by the Nineteenth Amendment to the Constitution.

Reviewing Themes

- Government and Democracy** How did initiative, referendum, and recall change democracy in the United States?

Critical Thinking

- Evaluating** What impact did Susan B. Anthony have on Progressive era reforms?
- Organizing** Use a graphic organizer similar to the one below to list the kinds of problems that muckrakers exposed.



Analyzing Visuals

- Examining Charts** Study the charts on page 421. Under which system do voters seem to have the most control over department heads? Why do you think so?

Writing About History

- Persuasive Writing** Some women in the early 1900s suggested that the Constitution needed an equal rights amendment. Imagine you are living then. Write a letter to the editor of your local paper supporting or opposing such an amendment.

SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US: 25A**
- Jacob Riis (*p.* 419), Robert LaFollette (*p.* 421), Alice Paul (*p.* 422) **US: 4B**
- The Nineteenth Amendment granted women the right to vote. **US: 18B**
- They gave voters more power to introduce legislation, to approve legislation, and to remove elected officials. **US: 4A**
- helped form early woman suffrage organizations **US: 4B**
- unfair business practices, corrupt political practices, social problems **US: 4A, 25C**
- mayor-council form or the commission form—voters elect the person to whom the department heads report **US: 24G**
- Students' letters will vary. Letters should clearly express a point of view. **US: 24G, 25D**

Section Quiz 13–1

Name _____ Date _____ Class _____

★ Chapter 13 _____ Score _____

Section Quiz 13-1

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
_____ 1. laws banning the manufacture, sale, and consumption of alcohol	A. suffrage
_____ 2. progressive campaigned against this emotional issue	B. prohibition
_____ 3. allowed a group of citizens in a state to introduce legislation and required the legislature to vote on it	C. muckrakers
_____ 4. group of crusading journalists who investigated social conditions and political corruption	D. child labor
_____ 5. right to vote	E. initiative

DIRECTIONS: Multiple Choice In the blank at the end of the sentence, write the letter of the choice that

Reading Check

Answer: established the NCLC, wrote books to expose problems, and helped pass laws

Reteach

Have students discuss the rise of the Progressive movement. **US: 1A, 4A; ELA: Gr9/10: 16E; Gr11: 15E**

Enrich

Invite interested students to write a short biographical profile of one of the persons mentioned in this section. **US: 4B, 4C, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B**

Reading Check

Answer: election showed socialism unlikely to succeed in the United States

4 CLOSE

Have students evaluate the impact of initiative, referendum, and recall and the Seventeenth Amendment. **US: 4A, 24B; ELA: Gr9/10: 16B; Gr11: 15B**

Student Edition TEKS

US HISTORY: Page 424: 1A, 4A, 18A, 18B, 20A, 21D; Page 425: 2B, 2C, 4A–C, 12B, 12C, 17B, 18B, 24G, 25A, 25C, 25D

TEACH

Taking Notes Effective note taking is useful for much more than taking notes in class. Once students develop a system of note taking, for example, they can use it to take notes at meetings or to note upcoming events for social organizations. Point out that students' primary goal is to provide a way to recall important information as they need it.

Have students review the first section of Chapter 13, taking notes that they can use as they prepare for chapter or unit tests.

Additional Practice

Reinforcing Skills Activity 13

Name _____ Date _____ Class _____

Reinforcing Skills Activity 13

Taking Notes

LEARNING THE SKILL
Effective note taking involves breaking up much of the information you read or hear into meaningful parts so that you can understand and remember it. As you listen or read, take note of key points that are emphasized. In written material, look for topic sentences and words in bold or italic type. Class like these will help you identify important concepts. Your notes should be neatly written and should summarize in your own words the main ideas and supporting details of your subject.

PRACTICING THE SKILL
DIRECTIONS: Read the material on pages 439 to 442 of your textbook. Fill in the missing information in the outline below to prepare notes.
Main Idea: Wilson's Character and Background

GLENCOE
TECHNOLOGY



CD-ROM
Glencoe Skillbuilder
Interactive Workbook
CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

Student Edition TEKS

ELA: Page 426: Gr9/10/11: 7A, 13C; Gr9: 7I; Gr10/11: 7H; **Page 427:** Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Gr9: 7I; Gr10/11: 7H

Study and Writing SKILLBUILDER

Taking Notes

Why Learn This Skill?

Taking notes is a way of recording the important parts of something you have read. Taking notes also helps you recall information. The guidelines below explain how to get the most out of your notes.

Learning the Skill

One of the best ways to remember something is to write it down. Taking notes involves writing down information in a brief and orderly form. This helps you remember information and makes it easier to study.

- 1 There are several styles of taking notes, but all clarify and put information in a logical order. Keep these guidelines in mind when you are taking notes:
 - Identify the subject and write it at the top of the page. In your book, for example, look for chapter or section headings.
 - Be selective in what information you include in your notes. For example, anything your teacher writes on the chalkboard or shows you from a transparency should be included. If your teacher emphasizes a point or spends a considerable amount of time on a given topic, this is also a clue to its importance. Similarly, if your textbook covers a single topic over several pages, take notes by seeking the topic sentences of paragraphs on the topic. Be certain to write down all words that are in bold or italicized type. Your goal is to listen or read carefully, paying attention to the main ideas or key points. Do not write down every word your teacher says. Your notes should consist of the main ideas and supporting details on the subject.
 - Paraphrase the information. Put it in your own words rather than trying to take it down word for word. In order to save time, you might want to develop a personal form of shorthand. For example, eliminating vowels from words saves
- 1 time: "develop" becomes "dvlp." Use symbols, arrows, or sketches: "&" in place of "and." Use your shorthand whenever you take notes.
- Make sure your notes are neat so you will be able to understand them when you study them later.



Student success relies on good note-taking.

time: "develop" becomes "dvlp." Use symbols, arrows, or sketches: "&" in place of "and." Use your shorthand whenever you take notes.

- Make sure your notes are neat so you will be able to understand them when you study them later.

Practicing the Skill

After you have carefully read Section 4 of this chapter, follow the general guidelines to taking notes listed above and create notes for the subsection "The Limits of Progressivism."

Skills Assessment

Complete the Practicing Skills questions on page 445 and the Chapter 13 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Taking Notes Have a classmate quiz you on the section on which you took notes. How did you do? Did your notes work well? What can be improved about them? What would you change?



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

ANSWERS TO PRACTICING THE SKILL

Students' notes should be organized by the heads and subheads of the section. For each head or subhead, the major event or topic and its significance should be referenced. Encourage students to adopt a consistent format.

Applying the Skill

Students' answers will vary. Students should identify weaknesses and offer suggestions for change.

SECTION 2 Roosevelt in Office

Guide to Reading

Main Idea

With Theodore Roosevelt's succession to the presidency in September 1901, progressivism entered national politics.

Key Terms and Names

Square Deal, Northern Securities, United Mine Workers, arbitration, Hepburn Act, Upton Sinclair

1 Reading Strategy

Taking Notes As you read about the administration of President Theodore Roosevelt, use the major headings of the section to create an outline similar to the one below.

Roosevelt in Office
I. Roosevelt Revives the Presidency
A.
B.
C.
D.
II.

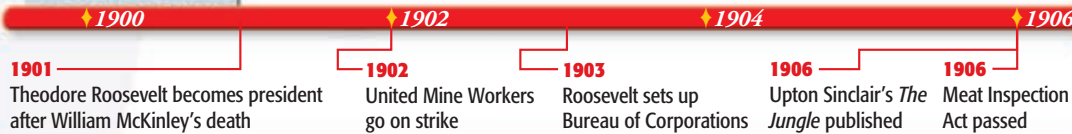
Reading Objectives

- **Describe** various efforts to regulate concentrated corporate power.
- **Discuss** Theodore Roosevelt's interest in environmental conservation.

Section Theme

Individual Action Progressive goals were carried to the national level when Theodore Roosevelt became president.

Preview of Events



★ An American Story ★



Theodore Roosevelt

William McKinley's assassination brought Teddy Roosevelt to the presidency. Despite the tragic circumstances, he took to the office with great joy. A man who loved the outdoors and physical activity, Roosevelt impressed many people as a new kind of president. One visitor wrote that after spending time with Roosevelt, "you go home and wring the personality out of your clothes."

The famous muckraker, Lincoln Steffens, already knew Roosevelt as a fellow reformer. Steffens went to Washington to see his friend, and this is what he saw:

“His offices were crowded with people, mostly reformers, all day long. . . . He strode triumphant around among us, talking and shaking hands, dictating and signing letters, and laughing. Washington, the whole country, was in mourning, and no doubt the President felt he should hold himself down; he didn't; he tried to but his joy showed in every word and movement. . . . With his feet, his fists, his face and his free words, he laughed at his luck. . . . And he laughed with glee at the power and place that had come to him.”

—quoted in *Theodore Roosevelt, A Life*

Roosevelt Revives the Presidency

Theodore Roosevelt, better known as “Teddy,” took office at age 42—the youngest person ever to serve as president. Roosevelt was intensely competitive, strong-willed, and extremely energetic. In international affairs, Roosevelt was a Social Darwinist. He believed the United States was in competition with the other nations of the world and that only the fittest would survive. Domestically, however, Roosevelt was a committed

1 FOCUS

Section Overview

This section focuses on how Roosevelt brought Progressive thought to the national level.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 13-2

Identifying Point of View

PATENT MEDICINES

Which of the following statements reflects Samuel Adams's opinion of the patent medicines in the early 1900s?

- F They are dangerous and sold under fraudulent circumstances.
- G They can cure many ailments.
- H They are a cheap alternative to a physician's care.
- J They are harmless.

“Forthright America will spend this year [1905] some \$75 million on the purchase of patent medicines . . . an astonishing huge quantity of rubbish, an appalling amount of opiate and narcotic, a wide assortment of varied drugs ranging from powerful and dangerous heart depressants to medicine their similarity, and for the sake of all other ingredients, unadulterated fraud.”
—Samuel Hopkins Adams
Cutter's Weekly, 1905

Guide to Reading

Answers to Graphic:

- I. Roosevelt Revives the Presidency
 - A. Roosevelt Takes on the Trusts
 - B. The Coal Strike of 1902
 - C. The Bureau of Corporations
 - D. Congress Follows
- II. Social Welfare Action
- III. Conservation
 - A. Land Development in the West
 - B. Gifford Pinchot
 - C. Roosevelt's Legacy

Preteaching Vocabulary

Assign one of the Key Terms and Names to each student. Have the students prepare 30-second oral presentations on their terms and names. **US: 25A**

Student Edition TEKS

US HISTORY: Page 426: 1A, 25C; Page 427: 1A, 1B, 3A, 19B, 24B, 25A, 25C

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 13-2
- Daily Lecture and Discussion Notes 13-2
- Guided Reading Activity 13-2
- Section Quiz 13-2
- Reading Essentials and Study Guide 13-2
- Supreme Court Case Studies

Transparencies

- Daily Focus Skills Transparency 13-2

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

CHAPTER 13

Section 2, 427–431

2 TEACH

Daily Lecture and Discussion Notes 13–2

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Daily Lecture and Discussion Notes
Chapter 13, Section 2

Did You Know? At age 42, Theodore Roosevelt was the youngest person to ever become president. By that time, Roosevelt had already had several diverse careers. He had been a legislator in the state of New York. He had been a rancher in the Dakota Badlands, where he helped capture outlaws. He had been the New York City police commissioner. He had been assistant secretary of the navy. He had helped lead the Rough Riders in the battle of San Juan Hill in Cuba during the Spanish-American War.

1. Roosevelt Revises the Presidency (pages 427–430)
A. During his second term, Theodore Roosevelt's reform program was known as the _____.

Analyzing Political Cartoons

Answer: Wall Street was the major financial center of the nation.
Ask: How did the artist make his point of view known? (by choosing a familiar story and by the relative size of the components of the drawing)

Drawing a Political Cartoon
Have students draw a political cartoon focusing on Roosevelt. Suggest that students use characters from contemporary culture or traditional stories such as fairy tales. **L1 US: 24B, 25C, 25D**

Use the rubric for creating a political cartoon, pamphlet, or handbill on pages 77–78 in the *Performance Assessment Activities and Rubrics*.

FYI

On December 3, 1901, Roosevelt made his first annual address to Congress. His speech focused on the need for the federal government to restrain large corporations and trusts. During his presidency, he initiated 44 lawsuits against trusts.

Student Edition TEKS
ELA: Page 428: Gr9/10/11: 6A, 19B, 20B; Page 429: Gr9/10/11: 6A, 10B, 19B, 20B

Social Studies TAKS tested at Grades 10/11: **1** Obj 1: US3A(11) **2** Obj 5: WH25C(10), WH26C(10, 11), US24B(11) **3** Obj 5: 8.30A(10), US24A(11)

progressive, who firmly believed that government should actively balance the needs of competing groups in American society.

"I shall see to it," Roosevelt declared in 1904, "that every man has a square deal, no less and no more." During his second term, his reform programs became known as the **Square Deal**. To Roosevelt, it was not inconsistent to believe in Social Darwinism and Progressivism at the same time. He believed the United States needed to adopt progressive reforms in order to maintain an efficient society that could compete successfully against other nations.

Roosevelt Takes on the Trusts Although he admired competition, Roosevelt was also concerned with efficiency. He believed that trusts and other large business organizations were very efficient and part of the reason for America's prosperity. Yet Roosevelt remained concerned that in the pursuit of

their private interests, some trusts were hurting the public interest. He wanted to find a way to supervise big business without destroying its economic efficiency. When the *New York Sun* declared that Roosevelt was "bringing wealth to its knees," the president disagreed. "We draw the line against misconduct," he declared, "not against wealth."

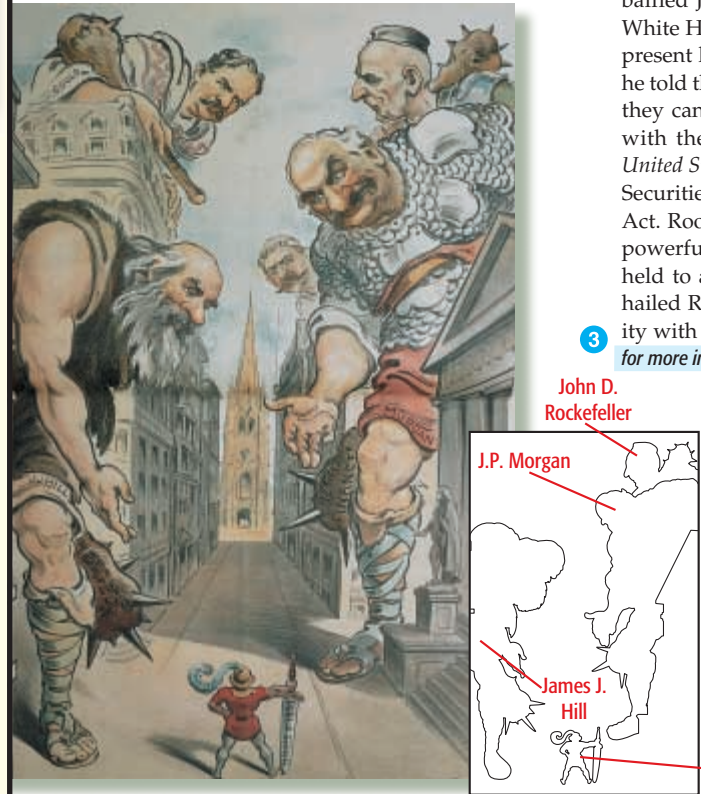
During Roosevelt's first year in office, a fight for control of the Burlington Railroad erupted on the New York Stock Exchange. On one side was E.H. Harriman of the Union Pacific Railroad. On the other side were James J. Hill and J.P. Morgan of the Great Northern and Northern Pacific Railroads. The stock battle almost triggered a financial panic that could have plunged the nation into a recession. The three men ultimately compromised by creating a giant new holding company called **Northern Securities**.

The formation of the Northern Securities Company alarmed many Americans, including Roosevelt. The stock battle that led to its creation seemed a classic example of private interests acting in a way that threatened the nation as a whole. Roosevelt decided that the company was in violation of the Sherman Antitrust Act. In early 1902, he ordered his attorney general to file a lawsuit against Northern Securities.

Roosevelt's action pleased many progressives but baffled J.P. Morgan. He immediately traveled to the White House with two supportive senators in tow to present his case. "If we have done anything wrong," he told the president, "send your man to my man and they can fix it up." Unmoved, Roosevelt proceeded with the case. In 1904 in *Northern Securities v. the United States*, the Supreme Court ruled that Northern Securities had indeed violated the Sherman Antitrust Act. Roosevelt declared it a great victory. "The most powerful men in the country," he proclaimed, "were held to accountability before the law." Newspapers hailed Roosevelt as a "trustbuster," and his popularity with the American public soared. **3** (See page 964 for more information on *Northern Securities v. the United States*.)

Analyzing Political Cartoons

Corporate Giants This 1904 cartoon portrays Roosevelt as "Jack the Giant-Killer," but he actually restrained very few trusts. Why do you think the scene is set on Wall Street?



The Coal Strike of 1902 As president, Roosevelt regarded himself as the nation's head manager. He believed it was his job to keep society operating efficiently by preventing conflict between the nation's different groups and their interests. In the fall of 1902, he put these beliefs into practice.

The previous spring, the **United Mine Workers (UMW)** union had called a strike of the miners who dug anthracite, or hard coal. Nearly 150,000 workers

COOPERATIVE LEARNING ACTIVITY

Comparing National Leaders Have students compare the power of the United States president with the power of the chief executives in other countries. Organize students into small groups, each of which should investigate another country. Groups should divide the work equally. Some students may search for information in the library, some may create outlines from their reading, others may create a written or visual presentation. **US: 24A–D, 25A–D; ELA: Gr9/10/11: 13B, 13C, 21B, 21C; Gr9: 7E–H; Gr10/11: 7E–G**

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

walked out of eastern Pennsylvania’s anthracite mines demanding a pay increase, a reduction in work hours, and recognition for their union.

As the months passed and the strike continued, coal prices began to rise. To Roosevelt it was another example of groups pursuing their private interests at the expense of the nation. If the strike dragged on too long, the country would face a coal shortage that could shut down factories and leave many people’s homes cold with winter fast approaching.

Roosevelt urged the union and the owners to accept **arbitration**—a settlement imposed by an outside party. The union agreed. The mine owners, determined to destroy the UMW, did not. One owner, George Baer, declared, “The rights and interests of the laboring man will be protected and cared for not by the labor agitators, but by the Christian men to whom God in His infinite wisdom has given the control of the property interests of the country.”

The mine owners’ stubbornness infuriated Roosevelt, as it did much of the public. Roosevelt threatened to order the army to run the mines. Fearful of this, the mine owners finally accepted arbitration. By intervening in the dispute, Roosevelt had taken the first step toward establishing the federal government as an honest broker between powerful groups in society.

The Bureau of Corporations Despite his lawsuit against Northern Securities and his role in the coal strike, Roosevelt was not opposed to big business. He believed most trusts benefited the economy and that breaking them up would do more harm than good. Instead, Roosevelt proposed the creation of a new federal agency to investigate corporations and publicize the results. He believed the most effective way to keep big business from abusing its power was through knowledge and publicity of the facts.

In 1903 Roosevelt convinced Congress to create the Department of Commerce and Labor. Within this department would be a division called the **Bureau of Corporations**, with the authority to investigate corporations and issue reports on their activities.

The following year, the Bureau of Corporations began investigating U.S. Steel, a gigantic holding company that had been created in 1901. Worried about a possible antitrust lawsuit, the company’s leaders met privately with Roosevelt and offered a deal. They would open their account books and records to the Bureau of Corporations. In exchange, if the Bureau found anything wrong, the company would be advised privately and allowed to correct the problem without having to go to court.



Picturing History

Miner’s Lot In the early 1900s, miners worked under dangerous conditions for little pay. **How did Roosevelt respond when they went on strike?**

Roosevelt accepted this “gentlemen’s agreement,” as he called it. Shortly afterward he made similar deals with other companies. These arrangements gave Roosevelt the ability to regulate big business without having to sacrifice economic efficiency by breaking up the trusts.

Congress Follows In addition to creating the Department of Commerce and Labor, Congress passed the Expedition Act, which gave federal antitrust suits precedence on the dockets of circuit courts. Then, in 1906, Roosevelt pushed the **Hepburn Act** through Congress. This act was intended to strengthen the Interstate Commerce Commission (ICC). An early effort to regulate the railroad industry, the ICC had been ineffective because it lacked sufficient authority.

The Hepburn Act tried to strengthen the ICC by giving it the power to set railroad rates. The agency originally was intended to regulate rates to ensure that companies did not compete unfairly. At first, railroad companies were suspicious of the ICC and tied up its decisions by challenging them in court. Eventually, the railroads realized that they could work with the ICC to set rates and regulations that limited competition and prevented new competitors from entering the industry. Over time the ICC

Guided Reading Activity 13–2

Name _____ Date _____ Class _____

★ Guided Reading Activity 13-2

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. President Theodore Roosevelt was a Social Darwinist. He believed that the United States was in competition with other nations and that _____.
2. Roosevelt also wanted to find some way to supervise big business without destroying its _____.
3. Roosevelt believed it was his job to keep society operating efficiently by preventing _____ between the nation’s different _____.
4. By intervening in the Coal Strike of 1902, Roosevelt made the first step toward establishing the _____ as an honest “broker” between powerful groups in society.
5. The _____, a division of the new Department of Commerce and Labor, had the authority to investigate _____ and issue _____.

Picturing History

Answer: He worked to get the labor union and mine owners to accept arbitration as a way to settle the strike.

Ask: **Why did mine owners finally accept arbitration as a way to settle the strike?** (Roosevelt threatened to bring in the military to run the mines.)

Creating a Table Have students create a table to show the advantages and disadvantages of a gentlemen’s agreement. **L2 US: 8A, 24B; ELA: Gr9/10/11: 7D**

Use Supreme Court Case Study 10, Northern Securities Company v. United States.

3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7J; Gr10/11: 7H**

② Have students use the **Interactive Tutor Self-Assessment CD-ROM.**

MEETING SPECIAL NEEDS

Reading Disability Many students with reading comprehension or attention problems have difficulty covering material in a timely fashion. To help them, set a goal and a time limit. Give students a one-minute time goal to search for the major players in the 1902 coal strike. Repeat the process.

L1

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Student Edition TEKS

US HISTORY: Page 428: 1A, 3A, 12C, 24A, 24B, 25A; Page 429: 1A, 3A, 12B, 19A, 19B, 25A

CHAPTER 13

Section 2, 427–431

Reading Check

Answer: regulated railroad rates so that companies did not compete unfairly; not very—lacked authority

Fact Fiction Folklore

Michtom's wife hand stitched the first bears. After they sold quickly, Michtom sent a bear to the president and asked for permission to name the bears "Teddy." After getting a positive response, Michtom made arrangements for mass production.

Reading Check

Answer: Meat Inspection Act and Pure Food and Drug Act

Reading Essentials and Study Guide 13–2

Name _____ Date _____ Class _____

Study Guide

Chapter 13, Section 2

For use with textbook pages 427–431

ROOSEVELT IN OFFICE

KEY TERMS AND NAMES

Square Deal the reform programs of President Roosevelt (page 428)

Northern Securities a giant holding company broken up by Theodore Roosevelt (page 428)

United Mine Workers a union for mine workers (page 428)

Antitrust a settlement imposed by an outside party (page 429)

Hepburn Act a law intended to strengthen the Interstate Commerce Commission (page 429)

Upton Sinclair author of *The Jungle*, which described horrible conditions in the meatpacking industry (page 430)

Section Quiz 13–2

Name _____ Date _____ Class _____

Chapter 13 Score _____

Section Quiz 13–2

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. wrote <i>The Jungle</i> , a book with appalling descriptions of conditions in the meatpacking industry	A. Gifford Pinchot
2. had the authority to investigate corporations and issue reports on their activities	B. Square Deal
3. appointed to head the United States Forest Service	C. Upton Sinclair
4. a settlement imposed by an outside party	D. arbitration
5. Roosevelt's reform programs	E. Bureau of Corporations

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Student Edition TEKS

ELA: Page 430: Gr9/10/11: 7E, 8B, 10B; Gr9: 7G; Gr10/11: 7F; Page 431: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 8D, 10A, 10B, 19B, 20B; Gr9: 7H, 7i; Gr10/11: 7G, 7H

became a supporter of the railroads' interests, and by 1920 it had begun setting rates at levels intended to ensure the industry's profits.

1 Reading Check Comparing What was the purpose of the Interstate Commerce Commission, and how successful was it?

Social Welfare Action

When Roosevelt took office, he was not greatly concerned about consumer issues, but by 1905 consumer protection had become a national issue. That year, a journalist named Samuel Hopkins Adams published a series of articles in *Collier's* magazine describing the patent medicine business.

Many companies were patenting and marketing potions they claimed would cure a variety of ills. Many patent medicines were little more than alcohol, colored water, and sugar. Others contained caffeine, opium, cocaine, and other dangerous compounds. Consumers had no way to know what they were taking, nor did they receive any assurance that the medicines worked as claimed.

Many Americans were equally concerned about the food they ate. Dr. W.H. Wiley, chief chemist at the United States Department of Agriculture, had issued reports documenting the dangerous preservatives being used in what he called "embalmed meat." Then, in 1906, **Upton Sinclair** published *The Jungle*. Based on Sinclair's close observations of the

slaughterhouses of Chicago, the powerful book featured appalling descriptions of conditions in the meatpacking industry:

“There would come all the way back from Europe old sausage that had been rejected, and that was moldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. . . . 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 upon it.”

—from *The Jungle*

Sinclair's book was a best-seller. It made consumers ill—and angry. Roosevelt and Congress responded with the **Meat Inspection Act**. It required federal inspection of meat sold through interstate commerce and required the Agriculture Department to set standards of cleanliness in meatpacking plants. The **Pure Food and Drug Act**, passed on the same day in 1906, prohibited the manufacture, sale, or shipment of impure or falsely labeled food and drugs.

1 Reading Check Summarizing What two pieces of legislation were enacted due to the facts revealed in Upton Sinclair's *The Jungle*?

Conservation

Roosevelt put his stamp on the presidency most clearly in the area of environmental conservation. Realizing that the nation's bountiful natural resources were being used up at an alarming rate, Roosevelt urged Americans to conserve these resources.


An enthusiastic outdoorsman, Roosevelt valued the country's minerals, animals, and rugged terrain. He cautioned against unregulated exploitation of public lands and believed in conservation to manage the nation's resources. As president, Roosevelt eagerly assumed the role of manager. He argued that the government must distinguish "between the man who skins the land and the man who develops the country. I am going to work with, and only with, the man who develops the country."

GEOGRAPHY

Land Development in the West Roosevelt quickly applied his philosophy in the dry Western states, where farmers and city dwellers competed for scarce water. In 1902 Roosevelt supported passage of the **Newlands Reclamation Act**, authorizing the use of

Fact Fiction Folklore

The Teddy Bear The soft and cuddly teddy bear was named after the gruff and rugged Theodore ("Teddy") Roosevelt. The idea for the toy stemmed from a hunting trip Roosevelt took to Mississippi in 1902. On the trip, the president refused to kill a defenseless bear cub. Cartoonist Clifford Berryman drew a whimsical reenactment of the scene for the *Washington Post*, which in turn inspired Morris Michtom, a toy shop owner in Brooklyn, to create the "teddy bear." The toy became a runaway success in the United States and abroad.



INTERDISCIPLINARY CONNECTIONS ACTIVITY

Health Have students collect warning labels and labeling information from products and advertisements. Have students write a warning label for a product that they use or consume regularly. Have students display their labels with the appropriate product or a picture of it. **Ask: Do you think that people read warning labels? Why is it important to have warning labels? L2 US: 24A–D, 25C, 25D; ELA: Gr9/10/11: 21B, 21C**

federal funds from public land sales to pay for irrigation and land development projects. Thus it was the federal government that began the large-scale transformation of the West's landscape and economy.

Gifford Pinchot Roosevelt also backed efforts to save the nation's forests through careful management of the timber resources of the West. He appointed his close friend Gifford Pinchot to head the United States Forest Service. "The natural resources," Pinchot said, "must be developed and preserved for the benefit of the many and not merely for the profit of a few."

As progressives, Roosevelt and Pinchot both believed that trained experts in forestry and resource management should apply the same scientific standards to the landscape that others were applying to the management of cities and industry. They rejected the laissez-faire argument that the best way to preserve public land was to sell it to lumber companies, who would then carefully conserve it because it was the source of their profits. With the president's support, Pinchot's department drew up regulations controlling lumbering on federal lands.

Roosevelt took other steps as well to conserve the nation's resources. He added over 100 million acres to the protected national forests, quadrupling their area, and established 5 new national parks and 50 federal wildlife reservations.

Roosevelt's Legacy President Roosevelt changed the role of the federal government and the nature of the presidency. Increasingly, Americans began to look to the federal government to solve the nation's economic and social problems. Under Roosevelt, the



Picturing History

Crowd Pleaser Teddy Roosevelt's energetic speaking style captivated audiences across the nation. **What impact did he have on the office of the presidency?**

executive branch of government had dramatically increased its power. The ICC could set rates, the Agriculture Department could inspect food, the Bureau of Corporations could monitor business, and the attorney general could rapidly bring antitrust lawsuits under the Expedition Act.

Reading Check **Examining** How did Roosevelt's policies help the conservation of natural resources?

TAKS Practice

SECTION 2 ASSESSMENT

Checking for Understanding

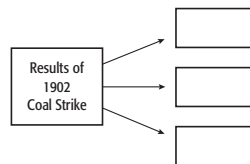
- Define:** Square Deal, arbitration.
- Identify:** Northern Securities, United Mine Workers, Hepburn Act, Upton Sinclair.
- Explain** what was provided for in the Hepburn Act.

Reviewing Themes

- Individual Action** How did Upton Sinclair contribute to involving the federal government in protecting consumers?

Critical Thinking

- Drawing Conclusions** What impact did Roosevelt's use of the Sherman Antitrust Act have on business?
- Organizing** Use a graphic organizer similar to the one below to list the results of the Coal Strike of 1902.



Analyzing Visuals

- Analyzing Political Cartoons** Look at the cartoon on page 428. Why are the giants depicted as they are? What do they represent? Roosevelt is called Jack the Giant-Killer. What fairy tale is being referred to?

Writing About History

- Descriptive Writing** Imagine that you are living in the early 1900s and that you have just read Upton Sinclair's *The Jungle*. Write a letter to a friend explaining what the novel is about and how it characterizes the Progressive era.

Picturing History

Answer: increased power of the president

Ask: Why do you think people listened and responded to Roosevelt? (He was both a charismatic speaker and an energetic leader who got things done.)

Reading Check

Answer: The policies controlled lumbering on federal land and created national forests and wildlife reservations to protect timber and wildlife.

Reteach

Have students describe the various efforts to weaken concentrated corporate power. **US:** 12B, 12C, 14D; **ELA:** Gr9/10: 16B; Gr11: 15B

Enrich

Invite interested students to read one of the books mentioned in this section and write a book report. **US:** 20A, 24A–D, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 8A–D, 11A; Gr9: 7E–H; Gr10/11: 7E–G

4 CLOSE

Have students list the ways in which Theodore Roosevelt showed his interest in environmental conservation. **US:** 11B; **ELA:** Gr9/10: 4C, 4D

SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Northern Securities (p. 428), United Mine Workers (p. 428), Hepburn Act (p. 429), Upton Sinclair (p. 430)
- The Hepburn Act attempted to strengthen the ICC by giving it the power to set railroad rates.
- His book *The Jungle* raised awareness of conditions in the meatpacking industry. **US:** 20A
- It broke up Northern Securities and put big business on notice that Roosevelt would use the powers of the act if necessary. **US:** 12C, 24B
- coal prices rose, use of arbitration, established precedent for future strikes **US:** 25C
- They are very powerful men who forcefully dominate politics and the economy. *Jack and the Beanstalk*
- Students' letters will vary. Letters should include as much detail as possible based on information presented in this section. **US:** 25D

Student Edition TEKS

US HISTORY: Page 430: 1A, 3A, 11B, 12B, 19B, 20A, 24B; Page 431: 1A, 11B, 12B, 12C, 14D, 19B, 20A, 24B, 25A, 25C, 25D

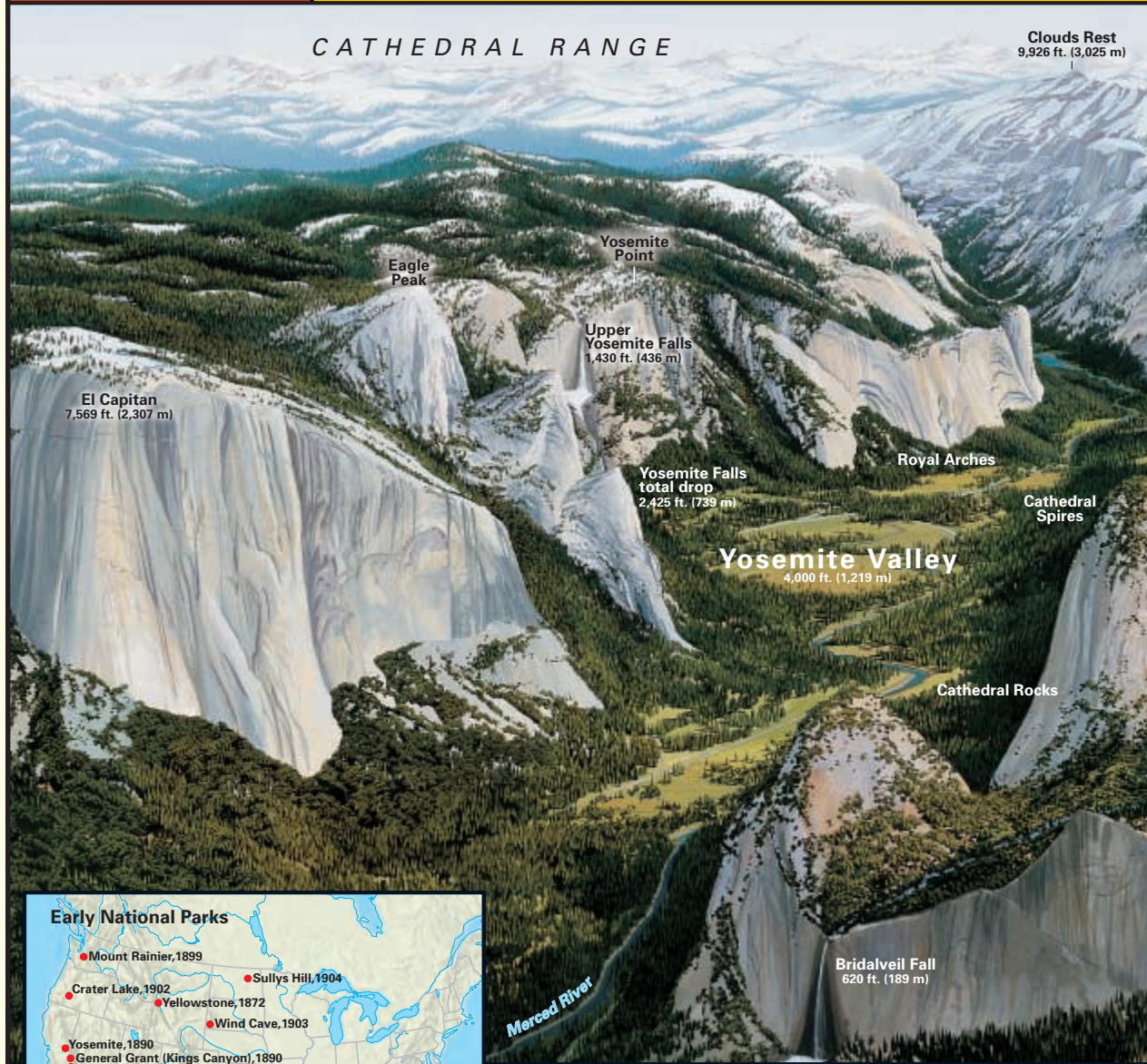
1 FOCUS

Read students the following quote from Theodore Roosevelt: "There can be nothing in the world more beautiful than the Yosemite, the groves of the giant sequoias and redwoods, the Canyon of the Colorado, the Canyon of the Yellowstone, the Three Tetons; and our people should see to it that they are preserved for their children and their children's children forever, with their majestic beauty all unmarred."

2 TEACH

Synthesizing Information Have students look at the photograph and caption that shows Theodore Roosevelt and John Muir. Then direct students to look at the map and name the various points Roosevelt and Muir would have likely seen from their vista. (*At a minimum, they could have seen Half Dome, Sentinel Rock, Yosemite Valley, and Cloud's Rest.*) **L1 US: 8B; ELA: Gr9/10/11: 19B**

Creating a Display Organize students into nine groups and assign each group one of the national parks shown on the map on page 432. Have the groups create a display about the park and its natural beauty. **L2 US: 24A–D, 25C, 25D; ELA: Gr9/10/11: 21B, 21C**



OUR GROWING HERITAGE

This map of the United States shows the national parks that existed by the end of President Theodore Roosevelt's administration. In addition to nearly doubling the number of national parks to 9, Roosevelt established 55 wildlife preserves and 150 national forests.

Student Edition TEKS

ELA: Page 432: Gr9/10/11: 8B; Page 433: Gr9/10/11: 8B, 10B

EXTENDING THE CONTENT

Conservationist Theodore Roosevelt first visited the Badlands in 1883. As an avid hunter, he came to hunt bison but soon learned that the animals were virtually extinct as a result of hide hunters and disease. As he spent more time in the West, Roosevelt became alarmed at the environmental damage being done to the land and the wildlife. He translated his concerns into action when he became president, creating national parks, bird and game reserves, and national forests.

The Story of Yosemite



Half Dome
8,836 ft. (2,693 m)

Nevada Falls
594 ft. (181 m)

Glacier Point
7,214 ft. (2,199 m)

Sentinel Rock

Bridalveil Creek

Sightseers admire Yosemite Falls as they ride along Glacier Point Trail in 1901. Today some 3.5 million tourists visit the park each year.



The breathtaking beauty of the Yosemite Valley has always astounded visitors to California's High Sierra. In 1851 volunteer soldiers came upon the valley. One officer felt a "peculiar exalted sensation" as he marveled at his surroundings.

The officer's reaction was a natural one. Carved by glaciers and rivers, the seven-mile-long valley into which he and his men rode lies at an elevation of 4,000 feet (1219 m). Above them rose the near-vertical cliffs and great granite monoliths of El Capitan, Half Dome, and Cathedral Rocks. Down onto the valley floor poured the waters of Bridalveil Fall. A dozen other waterfalls spilled over sheer cliffs elsewhere in the valley, some of them—like Yosemite Falls at 2,425 feet (739 m)—among the highest on Earth. Within five years, horseback parties were coming to gaze at Bridalveil Fall and the face of El Capitan. The tourists had found Yosemite.

To guarantee that the public could continue to enjoy the beauty, in 1864 President Abraham Lincoln granted the valley to California as a wilderness preserve. In so doing, Lincoln laid the foundation for the national park system. (The first official national park, Yellowstone, was not created until eight years later.) By the late 1880s Yosemite was attracting about 5,000 visitors a year. John Muir and other conservationists were anxious to preserve the area. Muir had spent years tramping through the woods and up and down the



President Theodore Roosevelt and John Muir stand atop Glacier Point.

mountains and glaciers of the park. His compelling descriptions swayed many influential people. In 1890 Congress expanded the protected area and made Yosemite an official national park.

In many ways Yosemite established a pattern for our national park system. It started programs to teach visitors about native plants and wild-life and was the first park to build a museum to help visitors understand and enjoy the region.

In 1903 President Theodore Roosevelt visited the park with Muir. The natural beauty of the valley captivated the environmentalist president and stimulated his desire to protect vast areas of the country. "We are not building this country of ours for a day," declared Roosevelt. "It is to last through the ages." During his presidency Roosevelt enlarged Yosemite, established the U.S. Forest Service, and put millions of acres of land under federal protection. In 1916 the National Park Service was established, and today it manages more than 380 areas, including 57 national parks.

LEARNING FROM GEOGRAPHY

1. How was the Yosemite Valley formed?
2. How did the establishment of the national park system help to conserve natural resources?

433

Geography and History Activity 4



Yellowstone National Park: A Natural Treasure

UNBELIEVABLE LANDSCAPES
Congress created the first national park, Yellowstone, on March 1, 1872. Four years before this historic event, it was difficult for people to believe such an incredible place existed. In 1827 John Colter was with the Lewis and Clark expedition, the Corps of Discovery, when it was returning to St. Louis, Missouri. He left the Corps of Discovery and set out on his own as a fur trapper. When Colter later returned to St. Louis, he told people about the fantastic landscapes he had seen in what would depression or basin called a caldera. The most recent eruption occurred 660,000 years ago. It formed a caldera 28 miles by 47 miles in the center of Yellowstone. (See Figure 2 for the location of the caldera.) A large pool of magma—hot, molten rock—still lies beneath the caldera. The magma provides the heat required for the hot springs, mud pots, fumaroles, and geysers.

GEYSERS
A geyser is a special type of hot spring.

FYI

After Roosevelt left office, he continued his adventures with nature. In 1913 he participated in an expedition to the Amazon River sponsored by the American Museum of Natural History. He and his companions traveled more than 1,000 miles on the previously uncharted Rio da Duvida.

3 ASSESS

Have students answer the Learning from Geography questions. **US: 25D**

4 CLOSE

Have students who have visited Yosemite or another national park describe how they benefited from the experience. **US: 24B**

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives at www.nationalgeographic.com.

Student Edition TEKS

US HISTORY: Page 432: 1A, 24H; Page 433: 1A, 9A, 10B, 11A, 11B, 21D

ANSWERS TO LEARNING FROM GEOGRAPHY

1. Yosemite Valley was created by glaciers and rivers.
2. It protected the land by establishing ways in which the land could be used, and it established programs to teach people about the rich plant and animal life.

SECTION 3 The Taft Administration

1 FOCUS

Section Overview

This section focuses on how Progressives were disappointed with the Taft administration.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 13–3

Unit 4
Chapter 13
DAILY FOCUS SKILLS
TRANSPARENCY 13-3

Making Inferences

Directions: Answer the following question based on the text at left.

What do William Jennings Bryan's election results infer about American voters?

WILLIAM JENNINGS BRYAN (1860–1925)

William Jennings Bryan ran for president three times—in 1896, 1900, and 1908—each time as the Democratic candidate. Bryan campaigned vigorously, but his opponents labeled him as a radical and socialist. He received 46.7 percent of the popular vote in 1896, 31.5 percent in 1900, and 41 percent in 1908.

A His political views became more popular with each election.
B His political ideas were completely unpopular with the voting public.
C His political views grew less popular with each election.
D His political views represented the vast majority of the voting public.

Guide to Reading

Answers to Graphic: progressives' campaign to unseat Cannon as Speaker of the House, Payne-Aldrich Tariff, Ballinger-Pinchot controversy

Preteaching Vocabulary

Have students create note cards with the Key Terms and Names on the front of the cards. Instruct students to use the reverse side to make notes about the term or name. **US:** 25A; **ELA:** Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 434: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Page 435: Gr9/10/11: 8B, 19B, 20B

Guide to Reading

Main Idea

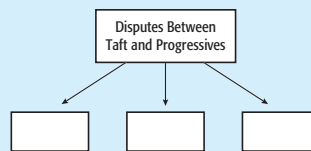
President Taft continued with Roosevelt's Progressive policies, but he did not live up to the expectations of many progressives.

Key Terms and Names

Joseph G. Cannon, Payne-Aldrich Tariff, Richard Ballinger, syndicate, insubordination

1 Reading Strategy

Organizing As you read about progressivism in this section, complete a graphic organizer similar to the one below listing Taft's conflicts with the progressives.



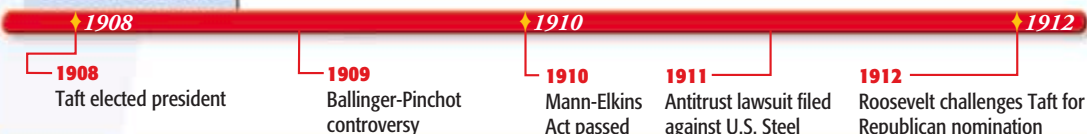
Reading Objectives

- **Explain** how Theodore Roosevelt helped Taft get elected.
- **Discuss** why progressives were disappointed with Taft as president.

Section Theme

Continuity and Change Political differences with Roosevelt caused President Taft to lose Progressive support, even though he supported many Progressive policies.

Preview of Events



★ An American Story ★



William Howard Taft

One evening in January 1908, President Theodore Roosevelt sat chatting with Secretary of War William Howard Taft and his wife, Nellie, in the second-floor White House library. The mood was relaxed. Seated comfortably in his easy chair, Roosevelt was talking about a subject he had often discussed with his guests: the future role of Taft. Roosevelt toyed with a couple of options. “At one time it looks like the presidency,” he mused, considering a future role for his trusted lieutenant, “then again it looks like the chief justiceship.”

The Tafts knew that Roosevelt had the power to bring about either of these options. “Make it the presidency,” interrupted Nellie Taft, always ambitious about her husband’s career. Taft himself was less convinced that he would make a good chief executive. “Make it the chief justiceship,” he uttered.

In the end, Taft bowed to the wishes of his wife and his boss. Following George Washington’s example and honoring his own promise of 1904, Roosevelt decided not to seek reelection in 1908. Instead, he endorsed an experienced administrator and moderate progressive to run for president on the Republican ticket: William Howard Taft.

—adapted from *The American Heritage Pictorial History of the Presidents of the United States*

Taft Becomes President

Roosevelt loved “Smiling Bill” Taft like a brother and believed him to be the ideal person to continue his policies. He was, Roosevelt said, a leader who possessed “a scorn of all that is base and mean, a hearty sympathy with the oppressed [and a] kindly generosity of nature which makes him feel that all of his countrymen are in very truth his friends and

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 13–3
- Daily Lecture and Discussion Notes 13–3
- Guided Reading Activity 13–3
- Section Quiz 13–3
- Reading Essentials and Study Guide 13–3
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 13–3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 13–3

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Daily Lecture and Discussion Notes
Chapter 13, Section 3

Did You Know? William Howard Taft was the largest person ever to become president. He was 6 feet tall and weighed over 300 pounds.

I. Taft Becomes President (pages 434–437)

A. Endorsed by Theodore Roosevelt, the Republican candidate, William Howard Taft, easily defeated the Democratic candidate, William Jennings Bryan, in the election of 1908. Taft, a skilled administrator and judge, had a slow approach to problem solving that led to conflicts with the progressives.

B. Taft, like many progressives, felt high tariffs limited competition, hurt consumers, and protected trusts. Taft called Congress into session to lower tariff rates.

brothers.” Taft had been Roosevelt’s most trusted lieutenant. He had served as a judge, as governor of the Philippines, and as Roosevelt’s secretary of war. In fact, Taft seemed acceptable to almost everyone. Thanks to Roosevelt’s efforts, he easily received his party’s nomination. His victory in the general election in November 1908 was a foregone conclusion. The Democratic candidate, twice-defeated William Jennings Bryan, lost once more.

Taft’s Approach to Government “My dear Theodore,” Taft wrote to his old friend a couple of weeks after assuming office. “When I am addressed as ‘Mr. President,’ I turn to see whether you are at my elbow.” The comment was telling.

In that same letter, Taft admitted some of his early fears about his presidency:

“I have no doubt that when you return you will find me very much under suspicion. . . . I have not the prestige which you had. . . . I am not attempting quite as much as you did . . . and so I fear that a

large part of the public will feel as if I had fallen away from your ideals; but you know me better and will understand that I am still working away on the same old plan.”

—quoted in *The American Heritage Pictorial History of the Presidents of the United States*

Roosevelt and Taft were very different people. Roosevelt was a dynamic person who loved the spotlight and the rough-and-tumble world of politics. He had grand ideas and schemes but left the details of administering them to others. Taft was the opposite in many ways. He was a skillful administrator and judge. He disliked political maneuvering and preferred to avoid conflict with others. Unlike Roosevelt, who acted quickly and decisively on issues, Taft responded slowly, approaching problems from a legalistic point of view. “I don’t like politics,” he wrote, “I don’t like the limelight.” Although committed to many progressive ideas, Taft’s personality and approach to politics quickly brought him into conflict with progressives.

Picturing History

Presidential Ritual In 1910 President Taft threw out the first baseball of the season at Lincoln Park in Washington, D.C., as his wife Nellie looked on. **Why do you think presidents often continue this practice today?**



Creating Circle Graphs Provide the data below and ask students to make a pair of circle graphs showing the results of the presidential election of 1908. **LI US: 8A, 24H**

Candidate	Popular Vote	Electoral Vote
Taft, Rep.	7,675,320	321
Bryan, Dem.	6,412,294	162

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

Picturing History

Answer: Students might say it shows that the president is interested in the same things that other Americans enjoy.

Ask: **What is different about the place from which Taft threw out the first pitch compared to presidents today?** (Taft was in the stands. Most dignitaries today are invited to throw out the pitch from the pitcher’s mound.)

COOPERATIVE LEARNING ACTIVITY

Holding a Presidential Debate Organize the class into two teams—one representing William Jennings Bryan’s campaign staff, the other William Howard Taft’s. Have the teams take on different roles as they prepare for the debate. For example, one person could take on the role of the candidate, another person could take on the role of the opponent, and others could take on the roles of campaign strategists and speechwriters. After the preparation is complete, hold a debate. 📦

US: 5B, 24A–D, 25A–D, 26B; **ELA:** Gr9/10: 16B; Gr11: 15B

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

Student Edition TEKS

US HISTORY: Page 434: 1A, 1B, 4A, 19A, 19B, 24B, 25A, 25C; Page 435: 1A, 19A, 19B, 24G

CHAPTER 13

Section 3, 434–437

Guided Reading Activity 13-3

Name _____ Date _____ Class _____

★ Guided Reading Activity 13-3

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

- I. Taft Becomes President**
- Thanks to the efforts of _____, William Howard Taft won the presidency in the election of 1908.
 - Taft believed _____ limited competition, hurt consumers, and protected the trusts.
 - Roosevelt had warned Taft to stay away from _____ because it would divide the _____.
 - When Taft eventually accepted the _____, which cut tariffs hardly at all and actually raised them on some goods, his standing among _____ deteriorated.

Picturing History

Answer: Pinchot was fired for insubordination, and a congressional commission cleared Ballinger.

Ask: How does this incident highlight Pinchot's Progressive views? (showed he was ready to fight the president himself if he thought Progressive principles were being violated)

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity. **US: 25D**

- Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 13-3

Name _____ Date _____ Class _____

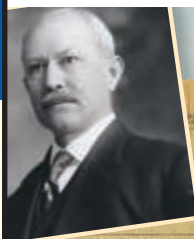
Study Guide

Chapter 13, Section 3
For use with textbook pages 434–437

THE TAFT ADMINISTRATION

KEY TERMS AND NAMES

- Joseph G. Cannon** Speaker of the House under President Taft (page 436)
Payne-Aldrich Tariff a law passed during the Taft administration that did not effectively lower tariffs (page 436)
Richard Ballinger Taft's secretary of the interior who was a conservative corporate lawyer (page 436)
syndicate a business group (page 436)
insubordination disobedience (page 437)



Political Uprow Taft's interior secretary, Richard Ballinger, pictured at left, ignited controversy when he made nearly one million acres of public land available for development. Progressive Gifford Pinchot, at right, leaked the story to the press. **How was the controversy resolved?**



The Payne-Aldrich Tariff Act Like many progressives, Taft believed high tariffs limited competition, hurt consumers, and protected trusts. Roosevelt had warned him to stay away from tariff reform because it would divide the Republican Party. Taft, however, went ahead and called Congress into special session to lower tariff rates.

To pass a new tariff, Taft needed the help of Speaker of the House **Joseph G. Cannon**. As Speaker, Cannon appointed all committees and decided which bills they handled. By exercising almost total control over debate, Cannon could push some bills through without discussion and see that others never came to a vote. Progressives, however, wanted to unseat Cannon because he often blocked their legislation.

Taft disagreed with the effort to unseat Cannon. He pressured progressive Republicans into stopping their campaign against Cannon. In exchange, Cannon quickly pushed the tariff bill through the House of Representatives. Taft's compromise angered many progressives. The following year, they defied the president by joining with House Democrats and removing Cannon from power.

Taft further alienated progressives when the tariff bill went to the Senate. The powerful head of the Senate Finance Committee, Republican Nelson Aldrich from Rhode Island, wanted to protect high tariffs, as did many other conservative senators. The result was the **Payne-Aldrich Tariff**, which cut tariffs hardly at all and actually raised them on some goods.

After discussions with Aldrich and other senators, however, Taft decided to accept the new tariff.

Progressives felt betrayed and outraged by Taft's decision: "I knew the fire had gone out of [the Progressive movement]," recalled chief forester Gifford Pinchot after Roosevelt left office. "Washington was a dead town. Its leader was gone, and in his place [was] a man whose fundamental desire was to keep out of trouble."

The Ballinger-Pinchot Controversy With Taft's standing among Republican progressives deteriorating, a sensational controversy broke out late in 1909 that helped destroy Taft's popularity with reformers for good. Many progressives had been unhappy when Taft replaced Roosevelt's secretary of the interior, James R. Garfield, an aggressive conservationist, with **Richard A. Ballinger**, a more conservative corporate lawyer. Suspicion of Ballinger grew when he tried to make nearly a million acres of public forests and mineral reserves available for private development.

In the midst of this mounting concern, Gifford Pinchot charged the new secretary with having once plotted to turn over valuable public lands in Alaska to a private **syndicate**, or business group, for personal profit. Pinchot took the charges to the president. Taft's attorney general investigated the charges and decided they were groundless.

Still not satisfied, Pinchot leaked the story to the press and asked Congress to investigate. Taft fired

MEETING SPECIAL NEEDS

Learning Disability This activity will be particularly helpful for students needing extra work on the basic points. Ask students to bring in pictures, newspaper or magazine stories, or objects that portray or represent the United States president in action. Discuss the many roles of the president, such as proposing legislation, representing the United States overseas, and commanding the military. **L1 ELL US: 25D**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

Student Edition TEKS

ELA: Page 436: Gr9/10/11: 6A, 10B; **Page 437:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–E, 10A, 10B, 19B, 20B; Gr9: 7G, 7I; Gr10/11: 7F, 7H

Pinchot for **insubordination**, or disobedience. The congressional committee appointed to study the controversy cleared Ballinger. ②

By signing the Payne-Aldrich Tariff Act, supporting Ballinger against Pinchot, and backing Cannon, Taft gave the impression that he had “sold the Square Deal down the river.” Popular indignation was so great that the congressional elections of 1910 resulted in a sweeping Democratic victory, with Democrats taking the majority in the House and Democrats and Progressive Republicans grabbing control of the Senate from the conservatives.

1 Reading Check Summarizing What problems did President Taft have with progressives on tariff issues?

Taft’s Progressive Reforms

Despite his political problems, Taft also had several successes. Although Roosevelt was nicknamed the “trustbuster,” Taft was a strong supporter of competition and actually brought twice as many antitrust cases in four years as his predecessor had in seven.

In other areas, too, Taft was at least as strong a progressive as Roosevelt. Taft established the **Children’s Bureau**, a federal agency similar to Roosevelt’s Bureau of Corporations. The Children’s Bureau investigated and publicized problems with child labor. Taft also supported the **Mann-Elkins Act** of 1910, which increased the regulatory powers of the ICC. ②

The Ballinger-Pinchot controversy aside, Taft was also a dedicated conservationist. His contributions in this area actually equaled or surpassed those of Roosevelt. He set up the Bureau of Mines to monitor ②

the activities of mining companies, expanded the national forests, and protected waterpower sites from private development.

After Taft took office in 1909, Roosevelt left for a big-game hunt in Africa followed by a tour of Europe. He did not return to the United States until June 1910. Although disturbed by stories of Taft’s “betrayal” of progressivism, Roosevelt at first refused to criticize the president.

In October 1911, Taft announced an antitrust lawsuit against U.S. Steel, claiming that the company’s decision to buy the Tennessee Coal and Iron Company in 1907 had violated the Sherman Antitrust Act. The lawsuit was the final straw for Roosevelt. As president, he had approved U.S. Steel’s plan to buy the company.

Roosevelt believed Taft’s focus on breaking up trusts was destroying the carefully crafted system of cooperation and regulation that Roosevelt had established with big business through the Bureau of Corporations. In November 1911, Roosevelt publicly criticized Taft’s decision. Roosevelt argued that the best way to deal with the trusts was to allow them to exist while at the same time increasing government’s ability to regulate them.

Having broken with Taft, it was only a matter of time before progressives convinced Roosevelt to reenter politics. In late February 1912, Roosevelt announced that he would enter the presidential campaign of 1912 and attempt to replace Taft as the Republican nominee for president.

3 Reading Check Evaluating How did President Taft’s accomplishments regarding conservation and trustbusting compare to President Roosevelt’s?

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

- Define:** *syndicate, insubordination.*
- Identify:** Joseph G. Cannon, Payne-Aldrich Tariff, Richard Ballinger.
- Describe** how Taft helped conservation efforts, alleviated child labor problems, and strengthened the ICC.

Reviewing Themes

- Continuity and Change** How did replacing Roosevelt’s secretary of the interior cause a dispute between Taft and the progressives?

Critical Thinking

- Comparing** What was the difference between Roosevelt and Taft regarding the relationship between the president and Congress?
- Organizing** Use a graphic organizer like the one below to list Taft’s Progressive reforms.

Taft’s Progressive Reforms

Analyzing Visuals

- Examining Photographs** Study the photograph on page 435. Note the formal attire of the president and his wife. How would you compare the clothes the people in the photograph are wearing with today’s style of dress for leisure activities?

Writing About History

- Descriptive Writing** Write a magazine article in which you defend or criticize President Taft’s administration in terms of its support of progressivism.

Section Quiz 13–3

Name _____ Date _____ Class _____

★ Chapter 13 _____ Score _____

Section Quiz 13-3

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
_____ 1. disobedience	A. syndicate
_____ 2. senator who wanted to protect high tariffs	B. Mann-Elkins Act
_____ 3. increased the ICC’s regulatory powers	C. insubordination
_____ 4. business group	D. Nelson Aldrich
_____ 5. Speaker of the House who appointed all committees and decided which bills they handled	E. Joseph G. Cannon

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Reading Check

Answer: Taft alienated them when he did not veto the Payne-Aldrich Tariff, which hardly cut tariffs and actually raised a few.

Reteach

Have students explain how Theodore Roosevelt helped Taft get elected. **US: 1B**

Enrich

Invite interested students to research the conservation efforts of the Taft administration. Encourage students to use library and Internet resources for their research. **US: 24A–D; ELA: Gr9/10/11: 4A–D, 4F, 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G**

Reading Check

Answer: Taft equaled or surpassed Roosevelt’s actions.

4 CLOSE

Have students discuss why progressives were disappointed with Taft as president. **US: 4A, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US: 25A**
- Joseph G. Cannon (*p. 436*), Payne-Aldrich Tariff (*p. 436*), Richard Ballinger (*p. 436*)
- expanded national forests, protected water sites, set up a commission to investigate child labor and supported the Mann-Elkins Act **US: 4A, 12B**
- Garfield, an aggressive conservationist, was replaced by Ballinger, a conservative corporate lawyer.
- Roosevelt came up with great ideas and left administration up to others while Taft preferred administration. **US: 24B**
- Children’s Bureau, Mann-Elkins Act, Bureau of Mines **US: 4B, 25C**
- The people in the photograph are more formally dressed than we dress today. **US: 24B**
- Students’ articles should back up their defense or criticism with fact. **US: 24G, 25D**

Student Edition TEKS

US HISTORY: Page 436: 1A, 25A;
Page 437: 1A, 2C, 4A, 4B, 11B, 12B, 12C, 19B, 24B, 24G, 25A, 25C, 25D


SECTION 4 The Wilson Years


1 FOCUS

Section Overview

This section focuses on the many economic and social reforms of Wilson's Progressive agenda.

BELLRINGER Skillbuilder Activity

 Project transparency and have students answer the question.

 Available as a blackline master.

Daily Focus Skills Transparency 13–4

Unit 4
Chapter 13
DAILY FOCUS SKILLS
TRANSPARENCY 13-4

Computing and Contrasting

THE ELECTION OF 1912

THEODORE ROOSEVELT VS. WOODROW WILSON

NEW NATIONALISM
Roosevelt's approach to economic reform:
 • Progress a more powerful federal government and strong executive to regulate big business
 • Favors legislation to protect women and children in the labor force
 • Supports workers' compensation for those injured on the job

NEW PROGRESS
Wilson's approach to economic reform:
 • Progress dismantling, not regulating, monopolies in business
 • Favors reducing the power of the federal government in the economy
 • Favors competition of many small firms over the efficiency of one large firm

Directions: Answer the following questions based on the information at left.
 Both candidates for the presidency in 1912 supported progressivism, or reform. Do you think their approaches to economic reform were similar or different? Explain your answer.

Guide to Reading

Main Idea

Woodrow Wilson pursued a Progressive agenda after his 1912 election victory.

Key Terms and Names

Progressive Party, New Nationalism, New Freedom, income tax, Federal Reserve Act, Federal Trade Commission, unfair trade practices, National Association for the Advancement of Colored People

1 Reading Strategy

Categorizing As you read about progressivism during the Wilson administration, complete a chart similar to the one below by listing Wilson's Progressive economic and social reforms.

Economic Reforms	Social Reforms

Reading Objectives

- **Describe** Wilson's economic and social reforms.
- **Evaluate** the legacy of the Progressive movement.

Section Theme

Government and Democracy Woodrow Wilson's reforms greatly increased the federal government's role in regulating the nation's economy.

Preview of Events



★ An American Story ★



A Woodrow Wilson election poster

On September 15, 1910, in the Taylor Opera House in Trenton, New Jersey, a young progressive named Joseph Patrick Tumulty watched as a lean man with iron-gray hair made his way toward the stage. The man was Thomas Woodrow Wilson, the Democratic Party's nominee for governor.

Wilson was the choice of the party bosses. As Tumulty recalled, progressives were “feeling sullen, beaten, and hopelessly impotent.” To Tumulty’s astonishment, Wilson announced: “I shall enter upon the duties of the office of governor, if elected, with absolutely no pledge of any kind to prevent me from serving the people of the state with singleness of purpose.”

Tumulty knew that Wilson was declaring his independence from the New Jersey political machine. It brought the progressives at the convention roaring to their feet. From one came the cry, “Thank God, at last, a leader has come!”

Two years later, Woodrow Wilson was the Democrats’ nominee for the presidency, an office they had won only twice since the Civil War. This time they were confident of victory, for Wilson, a committed progressive, faced a Republican Party wracked by division.

—adapted from *Wilson: The Road to the White House*

Guide to Reading

Answers to Graphic: Economic: Federal Reserve Act, Antitrust Act, Underwood Tariff, Federal Trade Commission; Social: Keating-Owen Child Labor Act, Adamson Act

Preteaching Vocabulary

Have students identify a person who can be tied to each of the Key Terms. Have them identify an event that can be tied to each of the Key Names.

US: 25A; ELA: Gr9/10/11: 6A

The Election of 1912

The 1912 presidential campaign featured a current president, a former president, and an academic who had entered politics only two years earlier. The election’s outcome determined the path of the Progressive movement and helped shape the nation’s path in the 1900s.



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 13–4
- Daily Lecture and Discussion Notes 13–4
- Guided Reading Activity 13–4
- Section Quiz 13–4
- Reading Essentials and Study Guide 13–4
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 13–4

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

Student Edition TEKS

ELA: Page 438: Gr9/10/11: 4D, 6A, 7D, 7F, 8B, 13C; Page 439: Gr9/10/11: 6A, 10B, 19B, 20B; Gr9: 7G; Gr10/11: 7F

2 TEACH

Daily Lecture and Discussion Notes 13–4

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Daily Lecture and Discussion Notes
Chapter 13, Section 4

Did You Know? It took 46 ballots at the Democratic Convention before Woodrow Wilson became the Democratic Party's candidate for the presidential election of 1912. Wilson went on to easily defeat his opponents—Theodore Roosevelt, William Taft, and Eugene Debs.

- I. **The Election of 1912** (pages 438–439)
- A. Republican conservatives supported William Taft in the election of 1912. Most Republican progressives supported Theodore Roosevelt. Taft gained the Republican nomination.
 - B. Roosevelt ran as an independent for the Progressive Party. In the end, the contest came down to the two progressives: Roosevelt and Democratic candidate Thomas Woodrow Wilson.

The Republican Party Splits Believing that President Taft had failed to live up to Progressive ideals, Theodore Roosevelt informed seven state governors that he was willing to accept the Republican nomination. “My hat is in the ring!” he declared. “The fight is on.”

The struggle for control of the Republican Party reached its climax at the national convention in Chicago in June. Conservatives rallied behind Taft. Most of the progressives lined up for Roosevelt. When it became clear that Taft’s delegates controlled the nomination, Roosevelt decided to leave the party and campaign as an independent. “We stand at Armageddon,” he told his supporters, “and we battle for the Lord.”

Declaring himself “fit as a bull moose,” Roosevelt became the presidential candidate for the newly formed **Progressive Party**, nicknamed the Bull Moose Party. Because Taft had alienated so many groups, the election of 1912 became a contest between two progressives: the Bull Moose Roosevelt and the Democrat Wilson.

Wilson’s Character and Background Woodrow Wilson entered politics as a firm progressive. As governor of New Jersey, he pushed one Progressive reform after another through the statehouse. He revamped election laws, established utility regulatory boards, and allowed cities to change to the commissioner form of government. In less than two years, New Jersey became a model of Progressive reform.

“New Freedom” Versus “New Nationalism” The election of 1912 was a contest between two men who supported progressivism, although they had different approaches to reform. Roosevelt accepted the economic power of the trusts as a fact of life and proposed a more powerful federal government and a strong executive to regulate them. Roosevelt also outlined a complete program of reforms. He favored legislation to protect women and children in the labor force and supported workers’ compensation for those injured on the job. He also wanted a federal trade commission to regulate industry in a manner similar to the ICC’s authority over railroads. Roosevelt called his program the **New Nationalism**.

Wilson countered with what he called the **New Freedom**. He criticized Roosevelt’s program as one that supported “regulated monopoly.” Monopolies, he believed, were evils to be destroyed, not regulated. Wilson argued that Roosevelt’s approach gave the federal government too much power in the economy

and did nothing to restore competition. Freedom, in Wilson’s opinion, was more important than efficiency. “The history of liberty,” Wilson declared, “is the history of the limitation of governmental power. . . . If America is not to have free enterprise, then she can have freedom of no sort whatever.”

Wilson Is Elected As expected, Roosevelt and Taft split the Republican voters, enabling Wilson to win the Electoral College and the election with 435 votes, even though he received less than 42 percent of the popular vote—less than Roosevelt and Taft combined. For the first time since Grover Cleveland’s election in 1892, a Democrat became president of the United States.

Reading Check Summarizing Who were the three major candidates in the presidential election of 1912?

Regulating the Economy

The new chief executive lost no time in embarking on his program of reform. He immediately took charge of the government. “The president is at liberty, both in law and conscience, to be as big a man as he can,”



Picturing History

The New Freedom Woodrow Wilson initially believed that government should break up trusts. **Why did Wilson favor economic competition?**

Using Social Studies Terminology To make certain that students understand the business and economics terminology in this section, have them write a paragraph in which they correctly use the following terms: *antitrust*, *competition*, *tariff*, and *monopoly*. Ask for volunteers to share their paragraphs with the class. Allow students time to ask questions to further clarify the meanings of these terms. **L1 US: 25A, 25B; ELA: Gr9/10/11: 1A, 1B, 6A; Gr9/10: 16E; Gr11: 15E**

Reading Check

Answer: Theodore Roosevelt, William Howard Taft, and Woodrow Wilson

Picturing History

Answer: He believed economic freedom was more important than efficiency
Ask: **Of what state was Wilson governor?** (New Jersey)

COOPERATIVE LEARNING ACTIVITY

Recognizing the Role of Third Parties Have students work in groups of four or five to discuss the following question: **Why has it been so difficult for third parties to develop in the American political system?** Suggest that students scan the index for references to third parties that have been mentioned in earlier chapters of the text. Call on students randomly to report their group’s progress. **US: 4C, 24B; ELA: Gr9: 7I; Gr10/11: 7H**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 438: 1A, 1B, 4A, 4B, 19A, 24B, 25A, 25C; **Page 439:** 1A, 4A–C, 12B, 19A, 19B, 24B, 25A

CHAPTER 13

Section 4, 438–442

Guided Reading Activity 13–4

Name _____ Date _____ Class _____

★ Guided Reading Activity 13-4

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did Teddy Roosevelt do at the 1912 Republican national convention when it became clear that President Taft's delegates controlled the nomination?
2. What progressive action did Woodrow Wilson take as governor of New Jersey?
3. How did Roosevelt feel about trusts and the federal government?
4. What were some of the reforms Roosevelt suggested as he ran for president in 1912?
5. What did Wilson think of monopolies and Roosevelt's approach to them?

Creating a Table Have students create a table showing the major legislation mentioned in this section. Instruct students to include the date and name of the act and a brief description of its intended effect. **L2 US: 4A, 8A, 24B; ELA: Gr9/10/11: 4B, 4D**

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

Geography Skills

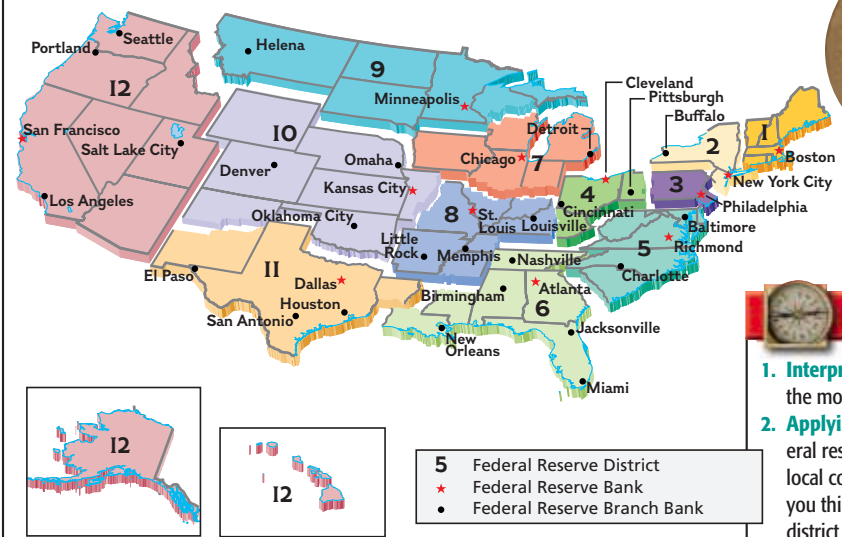
Answers:

1. Texas
2. Students' answers will vary but may include population density and size of a region's economy.

Geography Skills Practice

Ask: What is the role of the Board of Governors? (setting the branch banks' interest rates, thereby adjusting the amount of money in circulation nationally)

NATIONAL GEOGRAPHIC The Federal Reserve System



Geography Skills

1. **Interpreting Maps** Which state has the most branch banks?
2. **Applying Geography Skills** The federal reserve system tied banks closer to local communities. What criteria do you think were used to determine district sizes and boundaries?

Wilson had once written. “His capacity will set the limit.” During his eight years as president, Wilson demonstrated his power as he crafted reforms affecting tariffs, the banking system, trusts, and workers’ rights.

Reforming Tariffs Five weeks after taking office, Wilson appeared before Congress, the first president to do so since John Adams. He had come to present his bill to reduce tariffs.

He personally lobbied members of Congress to support the tariff reduction bill. Not even Roosevelt had taken such an active role in promoting special legislation. In Wilson’s message to Congress, he declared that high tariffs had “built up a set of privileges and exemptions from competition behind which it was easy . . . to organize monopoly until . . . nothing is obliged to stand the tests of efficiency and economy.”

Wilson believed that the pressure of foreign competition would lead American manufacturers to improve their products and lower their prices. Lower tariff rates, he claimed, would help businesses by putting them under the “constant necessity to be efficient, economical, and enterprising.”

In 1913 the Democrat-controlled Congress passed the **Underwood Tariff** and Wilson signed it into law. This piece of legislation reduced the average tariff on imported goods to about 30 percent of the value of the goods, or about half the tariff rate of the 1890s.

An important section of the Underwood Tariff Act was the provision for levying an **income tax**, or a direct tax on the earnings of individuals and corporations. The Constitution originally prohibited direct taxes unless they were apportioned among the states on the basis of population. In other words, the states would be paying the income tax, not individuals, and states with more people would pay more tax. Passage of the Sixteenth Amendment in 1913, however, made it legal for the federal government to tax the income of individuals directly.

ECONOMY

Reforming the Banks The United States had not had a central bank since the 1830s. During the economic depressions that hit the country periodically after that time, hundreds of small banks collapsed, wiping out the life savings of many of their customers. The most recent of these crises had been in 1907.

To restore public confidence in the banking system, Wilson supported the establishment of a Federal Reserve system. Banks would have to keep a portion of their deposits in a regional reserve bank, which would provide a financial cushion against unanticipated losses.

At the center of the Federal Reserve system would be a Board of Governors, appointed by the president. The Board could set the interest rates the reserve

MEETING SPECIAL NEEDS

Kinesthetic Bring a game of Monopoly to class. Display the board and outline the basic rules of the game if necessary. Then have volunteers, working individually or with partners, present a lesson based upon the game. For example, they might purchase houses or buy up all of the railroads to explain what trusts were, how they operated in this era, and how the president tried to prevent them. **L1 ELL**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Student Edition TEKS
ELA: Page 440: Gr9/10/11: 6A;
Page 441: Gr9/10/11: 10B, 19B,
 20B

banks charged other banks, thereby indirectly controlling the interest rates of the entire nation and the amount of money in circulation. This gave the Board the ability to fight inflation by raising interest rates and to stimulate the economy during a recession by lowering interest rates. Congress approved the new system at the end of 1913. The **Federal Reserve Act** became one of the most significant pieces of legislation in American history.

Antitrust Action During his campaign, Wilson had promised to restore competition to the economy by breaking up big business monopolies. Roosevelt argued that Wilson’s ideas were unrealistic because big business was more efficient and unlikely to be replaced by smaller, more competitive firms. Once in office, Wilson’s opinion shifted, and he came to agree with Roosevelt—but progressives in Congress continued to demand action against big business.

In the summer of 1914, at Wilson’s request, Congress created the **Federal Trade Commission** (FTC) to monitor American business. The FTC had the power to investigate companies and issue “cease and desist” orders against companies engaging in **unfair trade practices**, or those which hurt competition. The FTC could be taken to court if a business disagreed with its rulings.

Wilson did not want the FTC to break up big business. Instead, it was to work with business to limit activities that unfairly limited competition. He deliberately appointed conservative business leaders to serve as the FTC’s first commissioners.

Wilson’s approach did not satisfy progressives in Congress, who responded by passing the **Clayton Antitrust Act**. The act banned tying agreements, which required retailers who bought from one company to stop selling a competitor’s products. It also banned price discrimination. Businesses could not charge different customers different prices. Manufacturers could no longer give discounts to chain stores and other retailers who bought a large volume of goods.

Before the act passed, labor unions lobbied Congress to exempt unions from the antitrust laws. The Clayton Antitrust Act specifically declared that unions were not unlawful combinations in restraint of trade. When the bill became law, Samuel Gompers, head of the American Federation of Labor, called the Clayton Antitrust Act the worker’s “Magna Carta,” because it gave unions the right to exist.

Reading Check **Evaluating** What was the impact of the passage of the Sixteenth Amendment?

Federal Aid and Social Welfare

By the fall of 1914, Wilson believed that his New Freedom program was essentially complete. As a result, he began to retreat from activism.

The congressional elections of 1914, however, shattered the president’s complacency. Democrats suffered major losses in the House of Representatives, and voters who had supported the Bull Moose Party in 1912 began returning to the Republicans. Realizing that he would not be able to rely on a divided opposition when he ran for re-election in 1916, Wilson began to support further reforms.

In 1916, for example, Wilson signed the first federal law regulating child labor. The Keating-Owen Child Labor Act prohibited the employment of children under the age of 14 in factories producing goods for interstate commerce. The Supreme Court

Linking Past & Present

The NAACP

Past

Violent race riots broke out in 1908 in Springfield, Illinois, as immigrants and African Americans vied with other residents for scarce jobs. In one riot, a mob killed several African Americans and destroyed much property. Responding to the growing racial violence in the nation, an integrated group of citizens met in New York City to discuss remedies.

Out of that meeting, the National Association for the Advancement of Colored People (NAACP) was born.

Present

Today the NAACP works for such causes as school desegregation, fair housing and employment, voter registration, and equal health care and income opportunity. It plays a role in establishing legal precedents to improve the quality of life for African Americans across the nation.



Linking Past & Present

The NAACP has chapters in all 50 states and the District of Columbia. It also has chapters in some foreign countries.

Reading Check

Answer: The Sixteenth Amendment made it legal for the federal government to directly tax the income of individuals.

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 13–4

Name _____ Date _____ Class _____

Study Guide

Chapter 13, Section 4
For use with textbook pages 438–442

THE WILSON YEARS

KEY TERMS AND NAMES	
Progressive Party	newly formed political party, nicknamed the Bull Moose Party (page 439)
New Nationalism	suggested reform programs of Theodore Roosevelt in the 1912 election (page 439)
New Freedom	suggested reform programs of Woodrow Wilson in the 1912 election (page 439)
Income tax	direct tax on the earnings of individuals and corporations (page 440)
Federal Reserve Act	law that set up a central banking system in 1913 (page 441)
Federal Trade Commission	agency created by Congress to monitor American business (page 441)
unfair trade practices	business practices that unfairly limited competition (page 441)

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Literature In 1903 W.E.B. Du Bois published one of his most famous works, *The Soul of Black Folk*, a collection of 15 essays. In one essay, Du Bois spelled out his differences with and praise for Booker T. Washington. “Manly self-respect,” Du Bois claimed, was “worth more than land and houses.” Have students select one of the essays from *The Soul of Black Folk* and prepare a one-minute presentation about it. Presentations should include a summary of the essay and the reader’s reaction. **L2 US:** 4B, 20A, 24B; **ELA:** Gr9/10/11: 13B, 13C; Gr9: 7E–H; Gr9/10: 16A–E; Gr10/11: 7E–G; Gr11: 15A, 15B, 15D, 15E

Student Edition TEKS

US HISTORY: Page 440: 1A, 4A, 4B, 16A, 25A; Page 441: 1A, 4A, 4B, 8B, 24G

CHAPTER 13

Section 4, 438–442

Section Quiz 13–4

Name _____ Date _____ Class _____

★ Chapter 13 Score _____

Section Quiz 13-4

DIRECTIONS: Matching Match each item in Column A with the item in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. Teddy Roosevelt's program	A. Federal Trade Commission
2. direct tax on the earnings of individuals and corporations	B. New Freedom
3. established the eight-hour workday for railroad workers	C. Adamson Act
4. created to monitor American business	D. New Nationalism
5. Woodrow Wilson's program	E. income tax

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. What law reduced the average tariff on imported goods to about 30

Reading Check

Answer: created an eight-hour workday for railroad workers

Reteach

Have students list Wilson's economic and social reforms. **US:** 24B

Enrich

Invite interested students to research the early history of the NAACP and report their findings to the class. Encourage students to use library and Internet resources for their research. **US:** 4B, 24A–D, 25A–D; **ELA:** Gr9/10/11: 13B, 13C; Gr9: 7E–H; Gr9/10: 16A–E; Gr10/11: 7E–G; Gr11: 15A, 15B, 15D, 15E

Reading Check

Answer: expanded democracy and raised expectations of the federal government's role in the economy and society

4 CLOSE

Have students evaluate the legacy of the Progressive movement. **US:** 4A–C

Student Edition TEKS

ELA: Page 442: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H; Page 443: Gr9/10/11: 6A, 7A, 7B, 8A, 8C, 10A, 10B

Social Studies TAKS tested at Grades 10/11: 1 Obj 3: US4B(11); Obj 4: US4A(11) 2 Obj 5: WH25C(10), US24B(11) 3 Obj 3: US4B(11); Obj 4: US7A(11), US18B(11) 4 Obj 4: US4A(11) 5 Obj 4: US4A(11); Obj 5: WH25C(10), US24B(11)

declared the law unconstitutional on the grounds that child labor was not interstate commerce and therefore only states could regulate it. Wilson's effort, however, helped his reputation with progressive voters. Wilson also supported the Adamson Act, which established the eight-hour workday for railroad workers, and the Federal Farm Loan Act, which created 12 Federal Land Banks to provide farmers with long-term loans at low interest rates.

1

2

Reading Check Examining How did the Adamson Act improve labor conditions in the United States?

3

3

4

5

The Limits of Progressivism The most conspicuous limit to progressivism was its failure to address African American reform issues. African Americans themselves, however, were absorbing the reform spirit, which fueled their longstanding desire for advancement.

In 1905 W.E.B. Du Bois and 28 other African American leaders met at Niagara Falls to demand full political rights and responsibilities for African Americans. They met on the Canadian side of the falls because no hotel on the American side would accept them. There they launched what became known as the Niagara Movement. This meeting was one of many steps leading to the founding of the **National Association for the Advancement of Colored People (NAACP)** in 1909. Du Bois and other NAACP founders believed that the vote was essential to bring about an end to lynching and racial discrimination. "The power of the ballot we need in sheer self-defense," Du Bois said, "else what shall save us from a second slavery?"

Despite the failure of most progressives to focus on racial issues, Progressive reform helped change American society in many ways. Although they excluded many groups from their efforts, the progressives expanded democracy and improved the quality of life for millions of men, women, and children. As the country entered World War I, however, Americans soon turned from reforming their own society to a crusade to "make the world safe for democracy."

Reading Check Evaluating How did progressivism change American beliefs about the federal government?

The Legacy of Progressivism

During his presidency, Wilson had built upon Roosevelt's foundation. He expanded the role of the federal government and of the president.

A New Kind of Government Progressivism made important changes in the political life of the United States. Before this era, most Americans did not expect the government to pass laws protecting workers or regulating big business. In fact, many courts had previously ruled that it was unconstitutional for the government to do so.

By the end of the Progressive era, however, both legal and public opinion had shifted. Increasingly, Americans expected the government, particularly the federal government, to play a more active role in regulating the economy and solving social problems.

TAKS Practice

SECTION 4 ASSESSMENT

Checking for Understanding

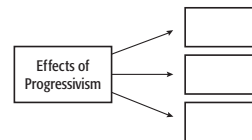
- Define:** income tax, unfair trade practices.
- Identify:** Progressive Party, New Nationalism, New Freedom, Federal Reserve Act, Federal Trade Commission, National Association for the Advancement of Colored People.
- Explain** why President Wilson proposed the establishment of the Federal Reserve System.

Reviewing Themes

- Government and Democracy** What new federal agencies increased the government's power to regulate the economy?

Critical Thinking

- Forming an Opinion** Which of Wilson's reforms do you consider most important? Why?
- Organizing** Use a graphic organizer similar to the one below to list the effects progressivism had on American society.



Analyzing Visuals

- Analyzing Photographs** Study the photograph on page 443. What details do you see in the image that might have contributed to tainted meat? When do you think the stamp above the photo began to be used?

Writing About History

- Expository Writing** Imagine that you are a newspaper editor during President Wilson's administration. Write an article on the shortcomings of the Progressive movement in terms of its attitudes about race. Provide ideas about how the movement might have addressed discrimination and segregation.

SECTION 4 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Progressive Party (p. 439), New Nationalism (p. 439), New Freedom (p. 439), Federal Reserve Act (p. 441), Federal Trade Commission (p. 441), National Association for the Advancement of Colored People (p. 442)
- to restore public confidence in the banking system **US:** 4B
- the Federal Reserve System and the Federal Trade Commission **US:** 18A
- Students' answers will vary but should include a reasonable argument. **US:** 24G
- expanded democracy, improved quality of life, expanded government role **US:** 4A, 25C
- condition of floors, wheelbarrow carrying meat; after 1906 **US:** 24B
- Students' editorials will vary. Students should point out specific shortcomings and suggest ways that the progressives could have addressed these social problems. **US:** 24G, 25D

American LITERATURE



Born in Maryland in 1878, **Upton Sinclair** spent his life writing about and trying to change what he saw as wrong in the United States. One of his most famous novels, *The Jungle*, deals with working conditions and the rights of immigrants. The novel tells the story of Jurgis Rudkus, a Lithuanian immigrant who comes to the United States with his family in the early 1900s, dreaming of wealth and freedom. What he finds is "Packingtown," the bustling, filthy stockyards of Chicago. In the following excerpt, Sinclair describes the system Jurgis comes to know after gaining his first job in a meatpacking plant.

Read to Discover

What qualities did Sinclair believe a person must have to succeed in Packingtown?

Reader's Dictionary

pitted: set against each other

caldron: a large kettle or pot for boiling

knave: a tricky, deceitful person

from The Jungle

by Upton Sinclair

After Jurgis had been there awhile he would know that the plants were simply honeycombed with rottenness . . . —the bosses grafted off the men, and they grafted off each other; and some day the superintendent would find out about the boss, and then he would graft off the boss. . . . Here was Durham's, for instance, owned by a man who was trying to make as much money out of it as he could, and did not care in the least how he did it; and underneath him . . . were managers and superintendents and foremen, each one driving the man next below him and trying to squeeze out of him as much work as possible. And all the men of the same rank were pitted against each other. . . . So from top to bottom the place was simply a seething caldron of jealousies and hatreds; there was no loyalty or decency anywhere about it, there was no place in it where a man counted for anything against a dollar. . . .

Jurgis would find these things out for himself, if he stayed there long enough; it was the men [like him] who had to do all the dirty jobs. . . . Jurgis had come there, and thought he was going to make himself useful, and rise and become a skilled man; but he would soon find out his error—for nobody rose in Packingtown by doing good work. [I]f you met a man who was



rising in Packingtown, you met a knave. . . . [T]he man who minded his own business and did his work—why, they would (wear) him out, and then . . . throw him into the gutter.

Analyzing Literature

1. According to the passage, what is the plant owner's main goal?
2. What does Sinclair mean when he says, ". . . there was no place in it where a man counted for anything against a dollar. . . .?"

Interdisciplinary Activity

Government When it was published, *The Jungle* was so shocking that it launched a government investigation of the meatpacking industry. The investigation eventually led to the establishment of laws regulating the industry. Using the Internet, research these laws and read about how they are enforced today. Write a short report on your findings.

Answers to Analyzing Literature

1. His main goal is to make money.
2. He means that making money was more important than human life.

Interdisciplinary Activity

Students' reports will vary. Remind students to include bibliographic information about the sources they use.

Block Schedule

Team Teaching This selection from *The Jungle* can be presented with English or Language Arts.

Read to Discover

Answer: greed, jealousy, and hatred

Reader's Dictionary

Have students look up words that might have a different meaning in this context, for example, *honeycombed* and *seething*. **US:** 25A; **ELA:** Gr9/10/11: 6A

Historical Connection

Upton Sinclair set out to expose the poor working conditions of immigrants but readers focused on how the meatpacking conditions affected *them*.

Portfolio Writing Activity

Have students write a short narrative about working conditions in a place a family member has worked. **US:** 25D; **ELA:** Gr9/10/11: 1A, 1B

HISTORY Online



Refer to tx.tarvol2.glencoe.com for additional Glencoe Literature titles, lesson plans, and study guides related to this unit.

GLENCoe
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 13 content.



Available in VHS

Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **progressivism** (p. 419)
2. **muckraker** (p. 419)
3. **commission plan** (p. 420)
4. **direct primary** (p. 421)
5. **initiative** (p. 421)
6. **referendum** (p. 421)
7. **recall** (p. 421)
8. **suffrage** (p. 421)
9. **temperance** (p. 425)
10. **prohibition** (p. 425)
11. **socialism** (p. 425)
12. **Square Deal** (p. 428)
13. **arbitration** (p. 429)
14. **syndicate** (p. 436)
15. **insubordination** (p. 437)
16. **income tax** (p. 440)
17. **unfair trade practices** (p. 441)

US: 25A, 25B; **ELA:** Gr9/10/11: 6A

Reviewing Key Facts

18. Robert La Follette (p. 421), Alice Paul (p. 422), Hepburn Act (p. 429), Upton Sinclair (p. 430), Payne-Aldrich Tariff (p. 436), Federal Reserve Act (p. 441), Federal Trade Commission (p. 441) **US:** 4B
19. belief that people could improve society, that government should play an active role in reform **US:** 4B
20. He threatened to send in the army to work the mines. His threat finally got the mine owners to agree to arbitration. **US:** 19B
21. He set up the Federal Reserve System to control the circulation of money in the United States. **US:** 4B

CHAPTER
13 ASSESSMENT and ACTIVITIES

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

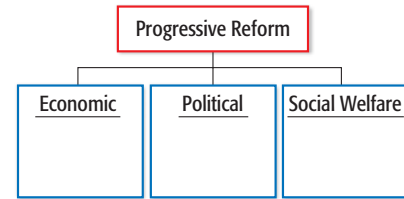
1. **progressivism**
2. **muckraker**
3. **commission plan**
4. **direct primary**
5. **initiative**
6. **referendum**
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8. **suffrage**
9. **temperance**
10. **prohibition**
11. **socialism**
12. **Square Deal**
13. **arbitration**
14. **syndicate**
15. **insubordination**
16. **income tax**
17. **unfair trade practices**

Reviewing Key Facts

18. **Identify:** Robert La Follette, Alice Paul, Hepburn Act, Upton Sinclair, Payne-Aldrich Tariff, Federal Reserve Act, Federal Trade Commission.
19. What were the characteristics of the Progressive era?
20. How did President Roosevelt influence the outcome of the 1902 coal strike?
21. How did President Wilson attempt to reform the banking industry?

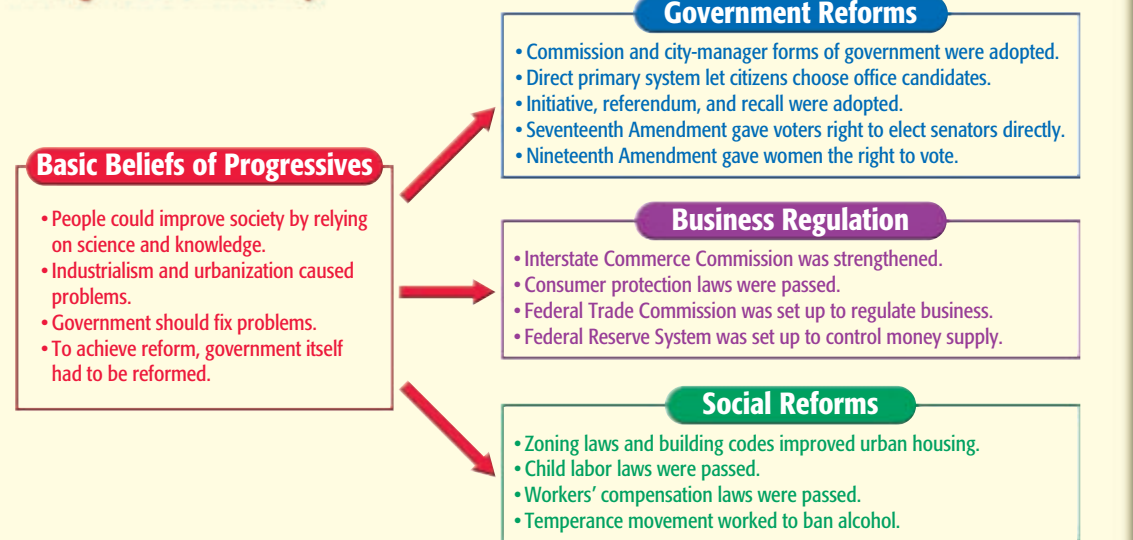
Critical Thinking

22. **Analyzing Themes: Government and Democracy** How did Wisconsin governor Robert La Follette help to expand democracy in the United States?
23. **Analyzing** How did Progressive reforms strengthen the cause of woman suffrage?
24. **Evaluating** What was the impact of reform leaders such as W.E.B. Du Bois and Robert La Follette on American society?
25. **Organizing** Use a graphic organizer similar to the one below to list the economic, political, and social welfare reforms brought about during the Progressive era.



26. **Interpreting Primary Sources** Ida Husted Harper was a social reformer, a newspaper reporter, and a strong supporter of suffrage for women. In the following excerpt, she examines the attitudes of the time toward the kinds of work women should do.

Chapter Summary



Critical Thinking

22. pressured the state legislature to require each party to hold a direct primary, weakening the party caucus system **US:** 4B, 24B
23. many middle class women concluded that they needed the vote to promote the social reforms they favored and to ensure the passage of labor laws to protect women **US:** 4A, 18B, 24B
24. Du Bois helped establish the NAACP and La Follette helped create a more democratic government. **US:** 4B
25. Economic: Federal Reserve Act, Sherman Antitrust Act, Underwood Tariff, Hepburn Act, Payne-Aldrich Tariff, Mann-Elkins Act, Newlands Reclamation Act; Political: city government structure, Nineteenth Amendment, direct primaries, direct election of senators, initiative, referendum, and recall; Social Welfare: Keating-Owen Child Labor Act, Adamson Act, Meat Inspection Act, Pure Food and Drug Act **US:** 4A, 25C; **ELA:** Gr9/10/11: 4D, 7D



Self-Check Quiz

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Self-Check Quizzes—Chapter 13** to assess your knowledge of chapter content.

“The moment we accept the theory that women must enter wage-earning occupations only when compelled to do so by poverty, that moment we degrade labor and lower the status of all women who are engaged in it. This theory prevailed throughout past ages, and it placed a stigma upon working women which is only beginning to be removed by the present generation. . . .

There is not, there never has been, an effort ‘to create a sentiment that home is no place for a girl.’ A good home is the one place above all others for a girl, as it is for a boy. It is her rest, her haven, her protection, but this does not necessarily imply that she must not engage in any work outside its limits. . . .

It is wholly impracticable to draw a dividing line between the employments which are suitable and those which are unsuitable for women. They have just as much right as men to decide this question for themselves. . . .

It is not intended to argue that every woman should leave the home and go into business, but only that those who wish to do so shall have the opportunity, and that men shall no longer monopolize the gainful occupations.”

—quoted in *The Independent*, 1901

- What views does Ida Harper have on the kinds of work women should do?
- What kinds of work-related issues do women face today?

Practicing Skills

- Taking Notes** Reread the subsection titled “The Coal Strike of 1902” on pages 428 and 429. Then use the steps you learned about taking notes on page 426 to take notes on the subsection.

Chapter Activities

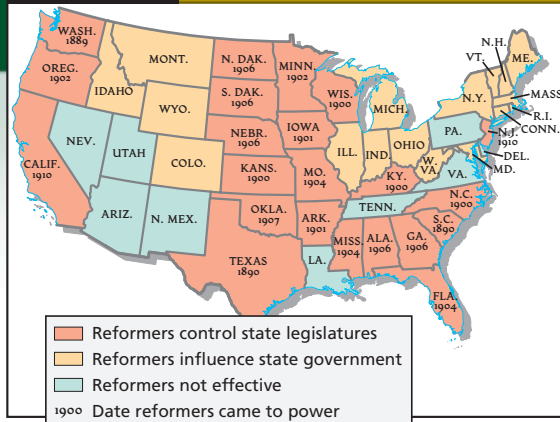
- Technology** Search the Internet for an article written by a muckraker mentioned in the chapter. Using a word processor, prepare a two-page summary of the article and indicate how its contents may have sparked the demand for reform.
- Research Project** Worker safety was an important issue for progressives. Research three worker safety laws in your state, and describe how they benefit workers. Present your findings in a written report.

- She believed women could work at the same jobs as men. Possible answers: lower wages, sexual harassment, discrimination, difficulty finding child care **US:** 21D, 24A, 24G; **ELA:** Gr9/10/11: 4C, 8B, 13B

Practicing Skills

- Have students trade their notes with a classmate and suggest improvements in their classmates’ note-taking skills. **ELA:** Gr9: 7i; Gr10/11: 7H

NATIONAL GEOGRAPHIC The Progressive Movement and State Governments 1889–1912



Writing Activity

- Informative Writing** Imagine you are a reporter in 1906, assigned to interview Upton Sinclair. Reread pages 430 and 443, then prepare a list of questions to ask him during the interview.

Geography and History

- The map above shows the relationship between the Progressive movement and state governments. Study the map and answer the questions below.
 - Interpreting Maps** Which three states came under the control of reformers before Wisconsin did?
 - Applying Geography Skills** What generalization can you make about progressives in state governments?



Directions: Choose the best answer to the following question.

In 1920 women won an important victory when the Nineteenth Amendment was ratified. What did this amendment accomplish?

- It required colleges to accept women.
- It guaranteed child care for workers’ children.
- It granted women the right to vote.
- It guaranteed equal wages for equal work.

Test-Taking Tip: Some answers can be eliminated by using your own knowledge. For example, you probably know that child care is still an issue for parents today, so it cannot be guaranteed in the Nineteenth Amendment. Therefore, you can eliminate answer B.



Have students visit the Web site at tx.tarvol2.glencoe.com to review Chapter 13 and take the Self-Check Quiz.

Writing Activity

- Students’ lists will vary but should show a keen understanding of the material presented on pages 430 and 443. **US:** 20A, 24A, 25D; **ELA:** Gr9/10/11: 1A, 1B, 4A, 4B, 4F, 7C

Geography and History

- Texas, Washington, and South Carolina
 - Reformers were most active in the South, Great Plains, and Far West. **US:** 8B, 24B; **ELA:** Gr9/10/11: 19B, 20B



Answer: C

Test-Taking Tip: Tell students to use the information in the stem of the question to help organize their thoughts. Most women were not worried about attending college in the 1920s, so they can eliminate A. Child care and equal wages are still issues facing women today, so they can also eliminate B and D. **US:** 17B, 18B; **TAKS:** Obj 1, 3, 4

Bonus Question ?

Ask: What does the term *suffrage* mean? (the right to vote)