

Viking Quest: U.S. History Assignments

February 2015

Week: 2nd -6th

- *Read pgs. 406-407.*
- *Complete Pg. 407 Understanding Issues and Activity Questions*
- *Pg. 409 Graphing Skills 1 & 2*
- *Pg. 414, # 1-16*
- *Pg. 414-415 # 17, 18, 20-22.*
- *Read 13-1 (pgs. 418-425)*
- *Complete the Guided Reading Handout*
- *Pg. 425 # 1-8*
- *Complete 13-1 Study Guide*

Chapter 13, Section 1

The Roots of Progressivism

(Pages 418–425)

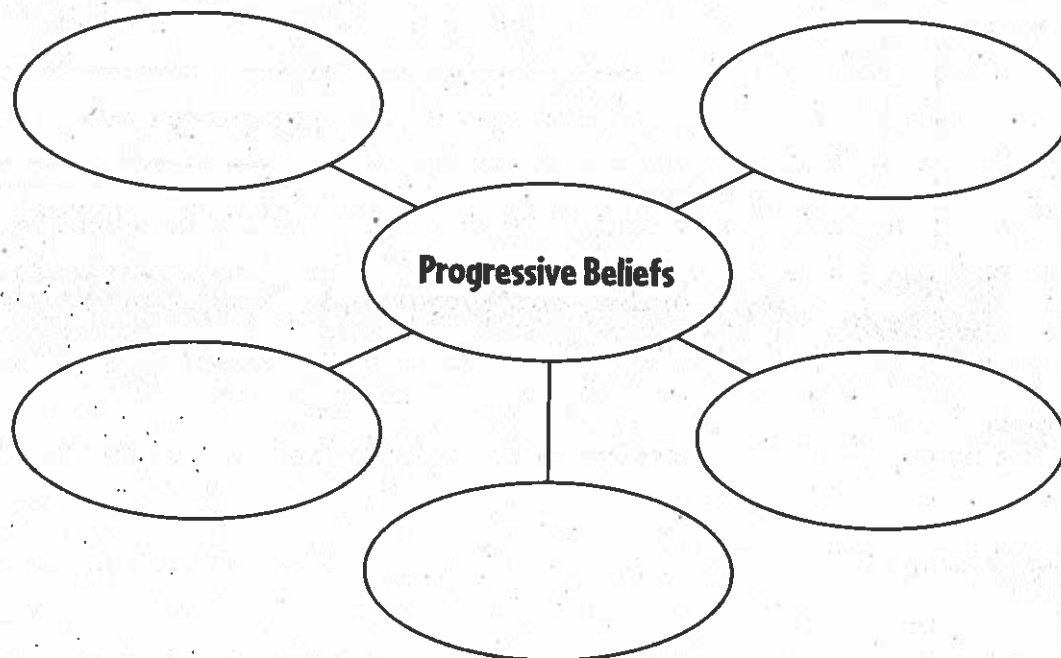
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How would you explain the rise of the Progressive movement?
- What was the impact of the initiative, referendum, and recall, and of the Seventeenth Amendment?

Main Idea

As you read pages 418–425 in your textbook, complete the graphic organizer below by filling in the beliefs of the Progressives.



Sequencing Events

As you read, number the following events in the order in which they occurred.

- _____ Seventeenth Amendment provides for direct election of senators
- _____ Jacob Riis's *How the Other Half Lives* published
- _____ Triangle Shirtwaist Company fire kills nearly 150 women
- _____ Nineteenth Amendment gives women the vote
- _____ Galveston, Texas, adopts the commission system

The Rise of Progressivism (pages 418–420)

Clarifying

As you read, fill in the chart below.

Define progressivism:	List two muckrakers:
	1. _____
	2. _____
List three industries or problems muckrakers exposed:	
1. _____	
2. _____	
3. _____	

Terms To Know

Define or describe the following key terms from this lesson.

progressivism

muckraker

Terms To Review

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

series
(Chapter 6, Section 3)

debate
(Chapter 6, Section 3)

Making Government Efficient (page 420)

Scanning

Look over this section and write a sentence or two explaining, in your own words, the ideas of the efficiency progressives.

Terms to Know

Define or describe the following key term from this lesson.

commission plan

Terms to Review

Choose a form of one of these terms, which you studied in an earlier chapter, to fill in each blank.

approach
(Chapter 2, Section 5)

principle
(Chapter 6, Section 3)

1. Different progressives took different _____ to the problems of society.
2. Some progressives wanted to apply the _____ of scientific management to government.
3. Efficiency progressives preferred one of two _____ to city government.

Democracy and Progressivism (page 421)

Inferring

Based on what you have read about progressivism, explain how the Seventeenth Amendment is an example of progressivism.

Terms To Know

Define or describe the following key terms from this lesson.

direct primary

initiative

referendum

recall

Terms To Review

Define each of the following terms that you studied in an earlier chapter.

legislation
(Chapter 8, Section 3)

affected
(Chapter 5, Section 1)

The Suffrage Movement (pages 421–422)

Synthesizing

Write a journal entry, either as President Wilson or as Alice Paul, on the day of the Washington March. Use three key terms and/or names from this lesson in your paragraph.

Terms To Know

Define or describe the following key term from this lesson.

suffrage

Academic Vocabulary

Define the following academic vocabulary words from this lesson.

priority

concentrate

Terms To Review

Use this term, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

amend

(Chapter 7, Section 3)

Social Welfare Progressivism (pages 423–425)

Reviewing

As you read, fill in the following chart by listing the leaders and outcomes of major social welfare progressive reforms.

Issue	Leaders	Outcomes
Child labor		
Health and Safety		
Prohibition		

Terms To Know

Define or describe the following key terms from this lesson.

temperance

prohibition

Terms To Review

Circle the letter of the term that is closest in meaning to the underlined terms, which you studied in an earlier chapter.

decline

(Chapter 2, Section 4)

1. The number of child laborers had begun to decline by the beginning of the twentieth century.

a. lower in elevation b. become less in amount c. fade away

minimum

(Chapter 3, Section 5)

2. Reports of children permanently injured on the job led states to pass laws setting a minimum age for work.

a. least quantity allowed b. specific c. variable

Progressives Versus Big Business (page 425)

Evaluating

Read this lesson about the progressives' various attempts to reform big business. Choose one of their approaches and write a sentence or two about how effective you think it was.

Terms To Know

Define or describe the following key term from this lesson.

socialism

Terms to Review

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

restore
(Chapter 2, Section 4)

regulate
(Chapter 9, Section 1)

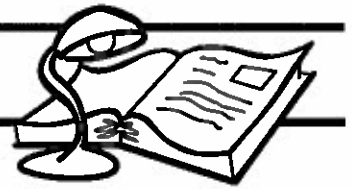
Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How would you explain the rise of the Progressive movement?

What was the impact of the initiative, referendum, and recall, and of the Seventeenth Amendment?

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 419)

muckrakers journalists who investigated social conditions and political corruption (page 419)

Jacob Riis muckraker who wrote about the poor conditions facing many immigrant neighborhoods in New York City (page 419)

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)

direct primary a party election in which all party members could vote for a candidate to run in the general election (page 421)

initiative a reform that allowed a group of citizens to introduce legislation and required the legislature to vote on it (page 421)

referendum a reform that allowed proposed legislation to be submitted to the voters for approval (page 421)

recall a reform that allowed voters to demand a special election to remove an elected official from office before his or her term had expired (page 421)

suffrage the right to vote (page 421)

Alice Paul suffragist who formed the National Woman's Party (page 422)

temperance the moderation or elimination of alcohol (page 425)

prohibition laws banning the manufacture, sale, and consumption of alcohol (page 425)

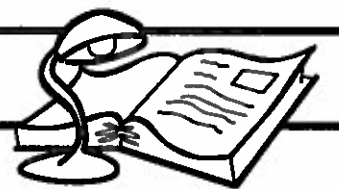
socialism the idea that the government should own and operate industry for the community as a whole (page 425)

DRAWING FROM EXPERIENCE

Imagine that you are a reporter for a newspaper. What issues do you think would be important for you to report on? Why would these issues be important for people in your community to be aware of?

In this section, you will learn about the development of the Progressive movement. You will also learn how progressives attempted to solve the nation's social problems.

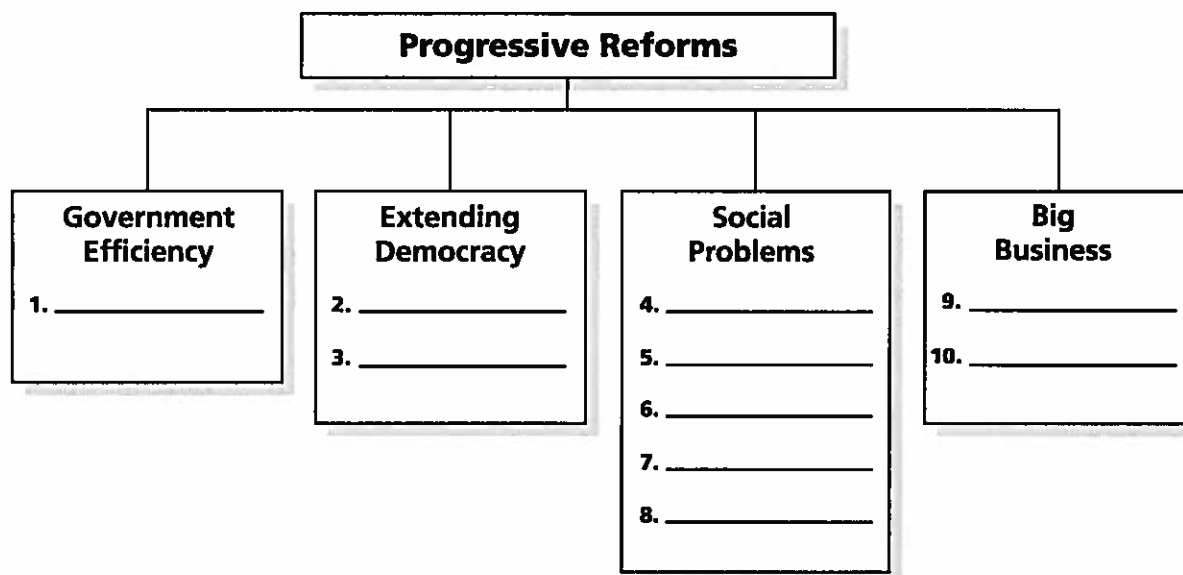
Study Guide



Chapter 13, Section 1 (continued)

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Progressives worked to reform several aspects of American society. Explain the reforms they made in each of the four areas listed.



READ TO LEARN

• The Rise of Progressivism (page 418)

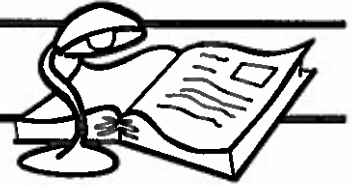
The time in American history from about 1890 to 1920 is known as the Progressive Era. **Progressivism** was not a single political movement. It was a collection of ideas and views about how to fix the nation's problems.

Most progressives believed that industrialism and urbanization had caused many social problems. Although progressives focused on a variety of issues, they all believed that a more active role on the part of government was the solution to most of society's problems. Progressives belonged to both major political parties. Most were urban, educated middle-class Americans. Many worked as journalists, educators, and politicians.

Many progressives believed people could improve society because they had a strong faith in science and expertise. They believed that society could fix its problems by applying scientific principles to society.

Several journalists were the first to express Progressive ideas. These journalists, known as **muckrakers**, investigated social conditions and political corruption. They uncovered corruption in many areas. Some investigated the unfair practices of large American corporations. Ida Tarbell published articles about the practices of the Standard Oil Company. Some muckrakers investigated the

Study Guide



Chapter 13, Section 1 (continued)

government. Lincoln Steffens reported on vote stealing and other corrupt practices of political machines. Other muckrakers focused on social problems. **Jacob Riis** wrote about the poverty and disease that were part of many immigrant neighborhoods in New York City. The work of the muckrakers put pressure on politicians to start reforms.

11. What did most progressives believe was the cause of the nation's social problems?

• Making Government Efficient (page 420)

One group of progressives focused on making the government more efficient. These progressives took their ideas from business. They believed that businesses became efficient by applying the ideas of scientific management. Efficiency progressives believed that governing a modern city required experts, not politicians. In most cities, the mayor or city council chose the heads of the city's departments. These jobs generally went to political supporters and friends. These people often knew nothing about managing these departments.

Efficiency progressives wanted to replace this system with a **commission plan** or council-manager system of government. A board of commissioners or a city manager who had a background in city services would hire specialists to run city departments. Galveston, Texas, took on the commission system in 1901. Other cities soon followed.

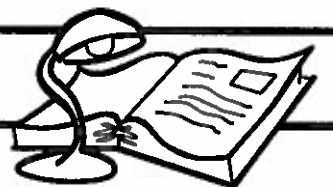
12. From where did efficiency progressives get their ideas on how to run city government?

• Democracy and Progressivism (page 421)

Some progressives did not agree with efficiency progressives. They believed that society needed more democracy. They believed that elected officials should be more open to voters' concerns. **Robert La Follette** was the governor of Wisconsin. He used his office to oppose the way that political parties ran their conventions. At this time, party bosses controlled which candidates were chosen to run for office. La Follette pushed the state legislature to require each

Study Guide

Chapter 13, Section 1 (continued)



party to hold a **direct primary**. This is a party election in which all party members could vote for a candidate to run in the general election.

Progressives in other states pushed for similar changes. Three reforms were introduced. The **initiative** allowed a group of citizens to introduce laws and require the legislature to vote on them. The **referendum** allowed proposed laws 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.

Another reform affected the federal government. This was the direct election of senators. The United States Constitution provided for each state legislature to elect two senators from that state. Often, political machines or trusts influenced the election of senators. The senators repaid them by awarding federal contracts and jobs. To stop this corruption, some progressives called for the direct election of senators by state voters. In 1913 Congress passed the Seventeenth Amendment, which provided for the direct election of senators.

13. What election reform did Robert La Follette introduce?

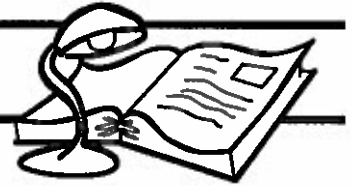
• The Suffrage Movement (page 421)

The first women's rights convention met in Seneca Falls, New York, in 1848. It was organized by Elizabeth Cady Stanton and Lucretia Mott. They believed that the top priority of the convention should be getting women the right to vote. The movement for gaining voting rights became known as the suffrage movement. **Suffrage** is the right to vote. Many progressives joined the woman suffrage movement.

When Congress introduced the Fourteenth and Fifteenth Amendments to the Constitution to protect voting rights of African Americans, some suffragists wanted the amendments worded to also give women the right to vote. The Republicans refused to do so. The debate over the Fourteenth and Fifteenth Amendments split the suffrage movement. One group, the National Woman Suffrage Association, was led by Cady Stanton and Susan B. Anthony. This group wanted Congress to pass a constitutional amendment to guarantee woman suffrage. The other group, the American Woman Suffrage Association, was led by Lucy Stone and Julia Ward Howe. This group wanted state governments to give women the right to vote. The split made the movement less effective.

In 1890 the two groups joined to form the National American Woman Suffrage Association (NAWSA). The organization had a slow start, partly

Study Guide



Chapter 13, Section 1 (continued)

because it was difficult to convince many women to become politically active. However, many women realized that they needed to have the right to vote to push for social reforms that they wanted passed. Many working-class women wanted the vote to push for labor laws that would protect women.

The suffrage movement began lobbying lawmakers and organizing marches. **Alice Paul**, who headed NAWSA's congressional committee, had organized a march in Washington, D.C. She wanted the march to push President Wilson to act on behalf of suffrage. Some people in NAWSA who wanted to work with the president opposed Paul's actions. Paul then left NAWSA and formed the National Woman's Party.

Carrie Chapman Catt became NAWSA's leader in 1915. She threw the organization's support behind Wilson in the 1916 presidential election. Although Wilson did not support a suffrage amendment, he supported the call for states to grant women the right to vote. As more people pushed for woman suffrage, Congress began to support a constitutional amendment. Finally, in June 1919, the Senate passed the Nineteenth Amendment. It was ratified by the states in 1920.

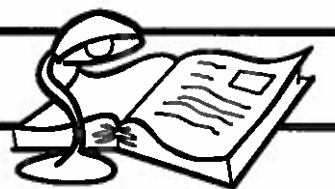
- 14.** How did the National Woman Suffrage Association and the American Woman Suffrage Association differ regarding gaining suffrage for women?

- **Social Welfare Progressivism** (page 423)

Many progressives focused on social problems. One problem involved child labor. In 1900 more than 1.7 million children under the age of 16 worked outside the home, often in unhealthy and unsafe conditions. Muckrakers described the harsh conditions for children working in coal mines. These reports convinced many states to pass laws that set a minimum age for employment. It set limits on child labor, such as maximum hours children could work. By the early 1900s, the number of child workers had decreased.

Working conditions were also difficult for adults. During the early 1900s, thousands of workers were injured or died on the job. They and their families received little compensation. Progressives and union leaders pushed states for workers' compensation laws. These laws set up insurance funds that were paid for by employers. Workers who were hurt on the job received payments from these funds.

Study Guide



Chapter 13, Section 1 (continued)

Some progressives pushed for zoning laws. These laws divided a city into zones for specific uses. They regulated how land and buildings could be used. Building codes set minimum requirements for air, fire escapes, room size, and sanitation in tenements. Health codes required that restaurants keep a clean environment for their customers.

Some progressives believed that alcohol was responsible for many problems in society. Some employers believed that drinking hurt workers' effectiveness. Many Christians opposed drinking on moral grounds. All these concerns led to the start of the **temperance** movement. It called for the moderation or elimination of alcohol.

Women were the main leaders of the temperance movement. In 1874 they formed the Women's Christian Temperance Union (WCTU). At first the movement worked to reduce alcohol consumption. Soon, however, it pushed for **prohibition**, or laws banning the making, sale, and consumption of alcohol.

15. What reforms did progressives work for regarding labor?

• Progressives Versus Big Business (page 425)

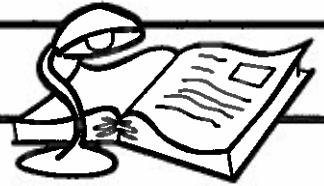
Some progressives focused on regulating big business. They believed that too much wealth was owned by too few people. They were especially concerned about large trusts and holding companies. Progressives did not agree on how big business should be regulated. Some wanted the government to break up large corporations to restore competition. This led to the passage of the Sherman Antitrust Act in 1890. Other progressives pushed for the creation of agencies to regulate big companies and to prevent them from abusing their power. This led to the creation of the Interstate Commerce Commission in 1887.

Some progressives pushed for **socialism**. This is the idea that the government should own and operate industry for the community as a whole. They wanted the government to buy up companies that affected everyone, such as railroads and utilities. Many cities began to own and manage the local gas and water companies and set the price the consumers had to pay.

Socialism had gained some support at the national level. Eugene Debs, the leader of the American Socialist Party, won almost 1 million votes as the party's presidential candidate in the 1912 election. However, socialism never gained the support of more than a minority of the progressives. Most believed in America's free enterprise system.

Study Guide

Chapter 13, Section 1 *(continued)*



16. In what two ways did progressives believe big business should be regulated?

Viking Quest: U.S. History Assignments

February 2015

Week: 9th -13th

- *Read 13-2 (pgs. 427-431)*
- *Complete the Guided Reading Handout*
- *Pg. 431 # 1-8*
- *Complete 13-2 Study Guide*
- *Read Pgs. 427-442.*
- *Create a compare and contrast chart on Roosevelt, Taft, and Wilson.*
- *Read the Jungle and answer the questions 1&2 on pgs. 443.*
- *Complete Chapter 13 Review # 1-31*

Chapter 13, Section 2

Roosevelt in Office

(Pages 427-431)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What various efforts were made to regulate concentrated corporate power?
- What interest did Theodore Roosevelt have in environmental conservation?

Main Idea

As you read pages 427-431 in your textbook, complete the outline below using the major headings of the section.

Roosevelt in Office

I. Roosevelt Revives the Presidency

- A. _____
- B. _____
- C. _____
- D. _____

II. _____

III. _____

- A. _____
- B. _____
- C. _____

Sequencing Events

As you read, place the following events on the time line below.

- Roosevelt sets up Bureau of Corporations
- Meat Inspection Act passed
- Roosevelt supports the Newlands Reclamation Act
- Roosevelt becomes president after McKinley's death
- Upton Sinclair's *The Jungle* published
- United Mine Workers go on strike

◆ 1900

◆ 1902

◆ 1904

◆ 1906

Roosevelt Revives the Presidency (pages 427-430)

Drawing Conclusions

Name three reforms that Theodore Roosevelt made as president. Then write a conclusion about Roosevelt's role in progressivism.

Conclusion

Terms To Know

Define or describe the following key terms from this lesson.

Square Deal

arbitration

Academic Vocabulary

Use the following academic vocabulary word in a sentence that reflects the term's meaning in this lesson.

proceeded

Social Welfare Action (page 430)

Summarizing

As you read the lesson, look for the names of three authors whose work led to the passage of the Meat Inspection Act and the Pure Food and Drug Act. List their names and writings below.

Conservation (pages 430–431)

Connecting

Have you visited state parks, national forests, or wildlife reservations? What experiences did you have there that would not have been possible without the efforts of Theodore Roosevelt and others to conserve wilderness? Write your thoughts on the lines below.

Terms To Review

Use each of these two terms, which you studied earlier, in a sentence.

environmental
(Chapter 1, Section 1)

exploitation
(Chapter 7, Section 5)

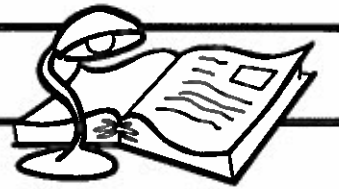
Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What various efforts were made to regulate concentrated corporate power?

What interest did Theodore Roosevelt have in environmental conservation?

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)

arbitration 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)

DRAWING FROM EXPERIENCE

How do you and your family know that the food you eat is safe? How does the government help to ensure that food is safe?

The last section discussed the development of the Progressive movement. This section discusses the administration of President Roosevelt and the Progressive programs he started.

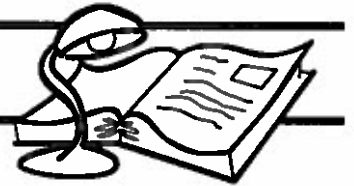
ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Under President Roosevelt, the role of the federal government in solving social and economic problems expanded. Describe the federal government's role in each of the items listed in the chart.

Labor and business	1.
Consumer protection	2.
Conservation	3.

Study Guide

Chapter 13, Section 2 (continued)



READ TO LEARN

- **Roosevelt Revives the Presidency** (page 427)

President Theodore Roosevelt was a progressive. He believed that the government should become involved in the competing needs of various groups in American society. Roosevelt's reform programs became known as the **Square Deal**.

Roosevelt believed that large corporations were important and part of the reason for the nation's prosperity. However, he also believed that these corporations were hurting the public interest. During his first year in office, a fight began over the control of the Burlington Railroad. It involved the owners of two other railroad companies. The conflict almost caused a financial crisis. Then the owners agreed to form a new holding company called **Northern Securities**.

Many Americans and President Roosevelt became concerned about the formation of this company. Roosevelt decided that the holding company went against the Sherman Antitrust Act. He filed a lawsuit against Northern Securities. In 1904 the Supreme Court ruled that Northern Securities violated the Sherman Antitrust Act. This was a victory for Roosevelt, who was labeled as a "trustbuster" by newspapers.

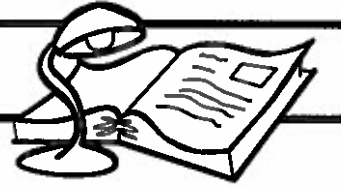
President Roosevelt believed it was his job to stop conflicts between different groups in the nation. In 1902 the **United Mine Workers (UMW)** union had called a strike of miners who dug anthracite, or hard coal. The workers were demanding higher wages, fewer work hours, and recognition of their union. As the strike continued, coal prices increased. If the strike continued too long, the nation might have had a coal shortage that could shut down factories and keep people cold in the winter.

Roosevelt wanted the union and the owners to agree to **arbitration**, or a settlement imposed by an outside party. The union agreed, but the owners did not. The owners' refusal made Roosevelt and many Americans angry. Roosevelt threatened to have the army run the mines. The owners finally agreed to arbitration by a commission appointed by Roosevelt. By intervening in the dispute, Roosevelt had used presidential power in a new way.

Roosevelt believed that most trusts benefited the nation's economy. He did not want to break them up, but he did want to investigate them. In 1903 he convinced Congress to create the Department of Commerce and Labor. The department would include a special division called the Bureau of Corporations. Its job was to investigate corporations and report on them. Many corporations that were worried about antitrust lawsuits agreed to be investigated by the Bureau. However, they made a deal that if the bureau found anything wrong, the companies would be allowed to correct the problem without going to court. Only companies that refused to cooperate would be subject to antitrust lawsuits.

Study Guide

Chapter 13, Section 2 (continued)



In 1906 Roosevelt pushed Congress to pass the **Hepburn Act**. It was designed to strengthen the Interstate Commerce Commission (ICC), which did not have enough authority to be effective. The Hepburn Act gave the ICC the power to set railroad rates to make sure that companies did not compete unfairly with each other. At first the railroads were suspicious of the ICC. However, by 1920 the ICC became a supporter of the railroads' interests and had started raising rates to ensure the railroads' profits.

4. What was President Roosevelt's view of big corporations?

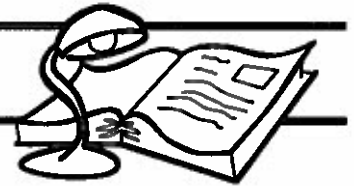
• Social Welfare Action (page 430)

In the early 1900s, consumer protection had become an important issue. Some journalists had published articles that exposed the harmful practices of some industries. One journalist reported on the pharmaceutical industry. Many companies marketed medicines as cures for a variety of illnesses. These medicines were often little more than alcohol, colored water, and sugar. Consumers had no way of knowing what they were taking.

Many Americans became concerned about the food they ate. In 1906 **Upton Sinclair** published *The Jungle*. The book described the unsanitary conditions in the meatpacking industry. The book made consumers angry. President Roosevelt pushed for federal laws. Congress passed the Meat Inspection Act. It required federal inspection of meat and the Agriculture Department to set standards of cleanliness in meatpacking plants. The Pure Food and Drug Act banned the sale of impure or falsely labeled food and drugs.

5. What was the subject of Upton Sinclair's *The Jungle*?

Study Guide



Chapter 13, Section 2 (continued)

• Conservation (page 430)

President Roosevelt was especially influential in environmental conservation. Roosevelt saw that the nation's abundant natural resources were being used up. He urged people to conserve resources.

In 1902 Roosevelt supported the passage of the Newlands Reclamation Act. This law allowed the use of federal funds from the sale of public lands to be used to pay for irrigation and land development projects in the West.

Roosevelt also worked to preserve the nation's forests. He appointed Gifford Pinchot to head the United States Forest Service. Pinchot, like Roosevelt, believed in managing natural resources. He drew up regulations to control lumbering on federal lands. Roosevelt also helped to conserve natural resources by adding millions of acres of land as protected national forests. He established new national parks and federal wildlife reservations.

Roosevelt changed the role of the federal government. Americans came to believe that the federal government should help solve the nation's social and economic problems. Roosevelt also increased the power of the executive branch. More departments in the executive branch became involved in regulating different parts of the nation's life.

6. How did Americans' view of the federal government change during the Roosevelt administration?

Chapter 13, Section 3

The Taft Administration

(Pages 434-437)

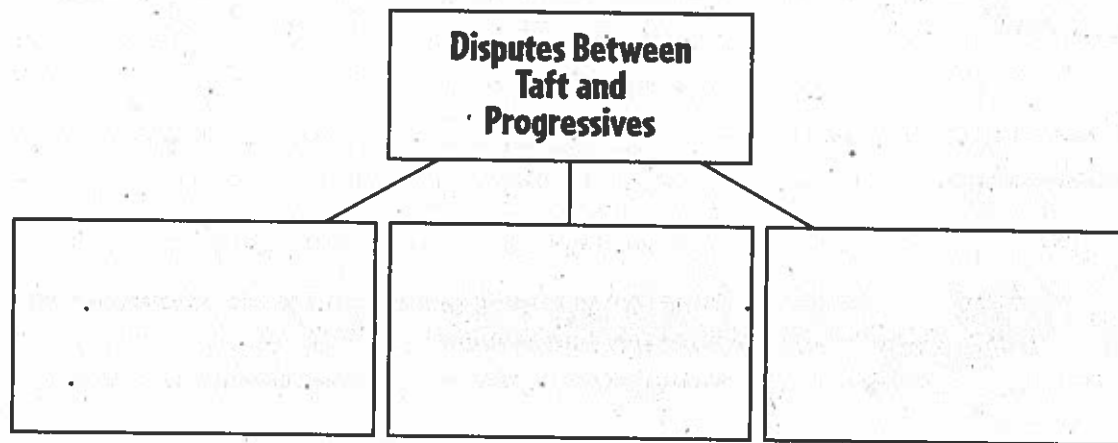
Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- How did Theodore Roosevelt help Taft get elected?
- Why were progressives disappointed with Taft as president?

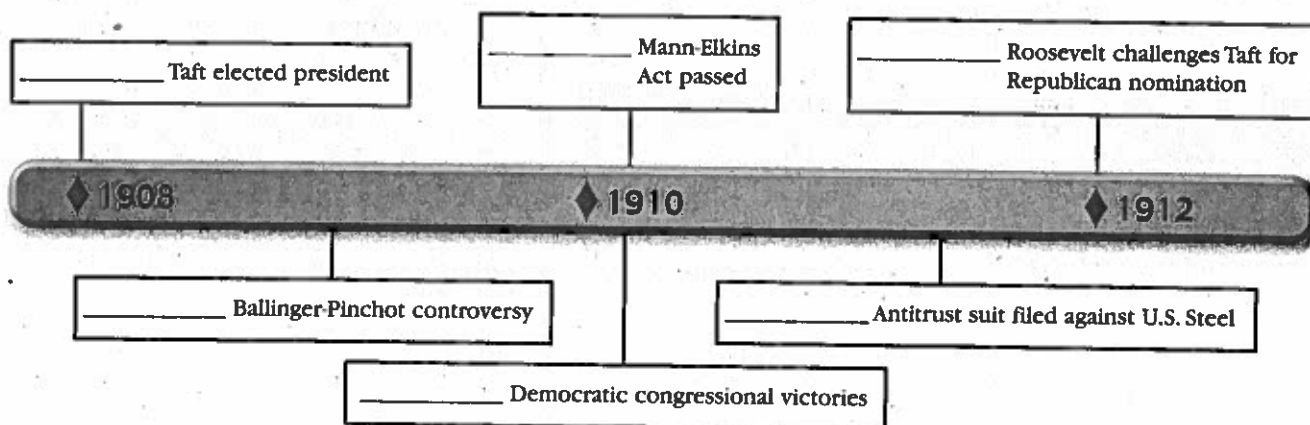
Main Idea

As you read pages 434-437 in your textbook, complete the graphic organizer below by listing Taft's conflicts with the progressives.



Sequencing Events

As you read, write the correct dates next to each item on the time line.



Taft Becomes President (pages 434–437)

Determining the Main Idea

As you read the lesson, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Terms To Know

Define or describe the following terms from this lesson.

syndicate

insubordination

Terms To Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence.

consumers
(Chapter 9, Section 1)

available
(Chapter 5, Section 2)

Taft's Progressive Reforms (page 437)

Predicting

Before you read, answer this question: Based on what you have learned about Teddy Roosevelt, do you think he ran for president in 1912? Why or why not?

Academic Vocabulary

Define the following academic vocabulary word from this lesson.

monitor

Terms to Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

contributions
(Chapter 7, Section 2)

expanded
(Chapter 2, Section 3)

Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did Theodore Roosevelt help Taft get elected?

Why were progressives disappointed with Taft as president?

Chapter 13, Section 4

The Wilson Years

(Pages 438–442)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What were President Wilson's economic and social reforms?
- How would you evaluate the legacy of the Progressive movement?

Main Idea

As you read pages 438–442 in your textbook, complete the graphic organizer below by listing Wilson's Progressive economic and social reforms.

Economic Reforms	Social Reforms

Sequencing Events

As you read, number the following events in the order in which they occurred.

- _____ Clayton Antitrust Act passed
- _____ Federal Trade Commission Act passed
- _____ Underwood Tariff passed
- _____ Woodrow Wilson elected president
- _____ Keating-Owen Child Labor Act passed

The Election of 1912 (pages 438–439)

Inferring

Think about how Teddy Roosevelt's decision to run for president again influenced the election of 1912. What effect might this have had on the country?

Academic Vocabulary

Describe or define the following academic vocabulary word from this lesson.

outcome

Terms to Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

gender

(Chapter 8, Section 3)

commission

(Chapter 6, Section 1)

Regulating the Economy (pages 439–441)

Questioning

As you read, write down three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

Terms To Know

Define or describe the following key terms from this lesson.

income tax

unfair trade practices

Academic Vocabulary

Define the following academic vocabulary word from this lesson.

capacity

Federal Aid and Social Welfare (pages 441–442)

Responding

Think about the child labor laws President Wilson supported. How do similar laws affect you and your classmates today? Do you think there still should be federal guidelines in place restricting the hours or places a child under age 14 can work?

Terms To Review

Use each of these terms, which you studied in an earlier lesson, in a sentence that reflects the term's meaning in this lesson.

prohibited
(Chapter 4, Section 2)

established
(Chapter 2, Section 2)

The Legacy of Progressivism (page 442)

Analyzing

In your opinion, what were the major successes of the Progressive movement? What were the major failures?

Terms to Review

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

excluded
(Chapter 3, Section 4)

focus
(Chapter 2, Section 3)

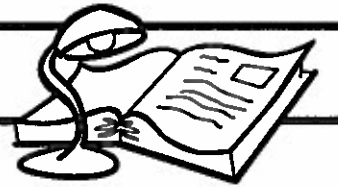
Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were President Wilson's economic and social reforms?

How would you evaluate the legacy of the Progressive movement?

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)

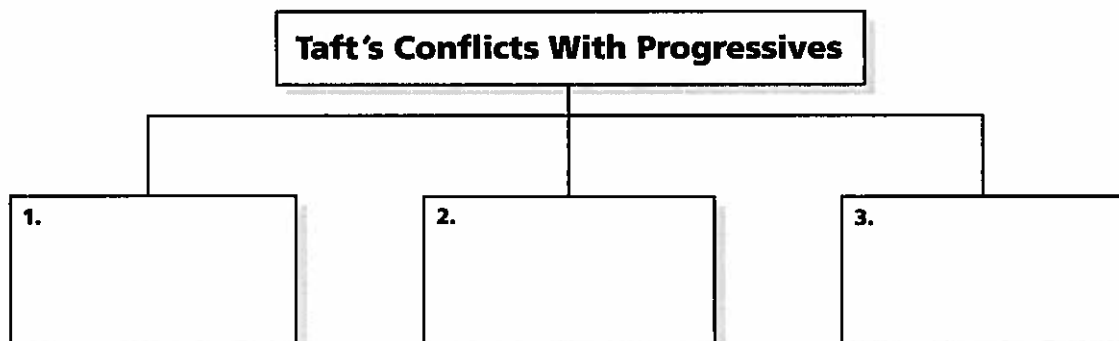
DRAWING FROM EXPERIENCE

Have you ever visited a national park? What park was it? How would you describe your experiences there?

The last section discussed the domestic policies of President Roosevelt. This section discusses the policies of the Taft administration.

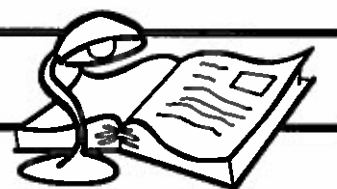
ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. President Taft faced several controversies with progressives during his administration. In the diagram, list the three major conflicts.



Study Guide

Chapter 13, Section 3 (continued)



READ TO LEARN

• Taft Becomes President (page 434)

President Roosevelt supported Howard Taft as the Republican candidate in the 1908 presidential election. Taft and Roosevelt were very different people. Roosevelt was very dynamic and loved to be in the spotlight. Although Taft was a skilled administrator, he preferred to avoid conflict with others. Roosevelt acted quickly and decisively on issues. Taft preferred to respond slowly. His approach led to conflicts between him and other progressives.

One conflict had to do with tariffs. President Taft believed that high tariffs limited competition. He called Congress into special session to lower tariffs. To pass a new tariff, Taft needed the help of the Speaker of the House, **Joseph G. Cannon**. Progressives wanted to get rid of Cannon because he often blocked the laws they wanted. Taft disagreed. He pressured progressives to stop trying to unseat Cannon. In return, Cannon quickly pushed the tariff bill through the House of Representatives. However, the following year progressives joined with the Democrats and removed Cannon from power.

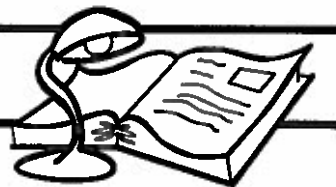
The progressives were also angry when the tariff bill went to the Senate. Republican Senator Aldrich, along with other conservative senators, wanted to keep high tariffs. The resulting bill was the **Payne-Aldrich Tariff**. The law hardly cut tariffs at all, and even raised them on some goods. Taft decided to accept the new tariff.

Taft's relationship with progressives grew worse after a controversy in 1909. Progressives had been unhappy with Taft's replacement of James Garfield, a conservationist, with **Richard A. Ballinger** as secretary of the interior. Ballinger was a conservative corporate lawyer. He tried to remove nearly a million acres of forests and mineral reserves from public lands and make them available for private development. Gifford Pinchot charged Ballinger with having plotted to turn over public lands in Alaska to a private **syndicate**, or business group, for profit. Taft dismissed the charges as groundless. Pinchot then leaked the story to the press. He asked Congress to investigate. Taft fired Pinchot for **insubordination**, or disobedience. Congress cleared Ballinger.

Taft's actions resulted in an easy Democratic victory in the 1910 congressional elections.

4. What were President Taft's views on tariffs?

Study Guide



Chapter 13, Section 3 (continued)

• Taft's Progressive Reforms (page 437)

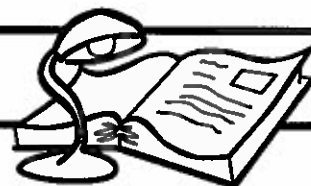
Despite many of his problems, Taft had several successes. He was a big supporter of competition and brought more antitrust cases than did Roosevelt. Taft also set up the Children's Bureau. This was a federal agency that investigated and publicized child labor problems.

Taft was a conservationist. His contributions in the area of conservation were at least equal to those of Roosevelt. Taft set up the Bureau of Mines to oversee the activities of mining companies. He expanded the national forests.

When Taft brought an antitrust suit against U.S. Steel, Roosevelt was upset. He believed that doing so would disturb the system of cooperation and regulation that he had arranged with big business. Roosevelt criticized Taft for his dealings with big business. After he broke with Taft, progressives convinced Roosevelt to run against Taft as the progressive candidate in the 1912 presidential election.

5. What led to the break between Roosevelt and President Taft?

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)

National Association for the Advancement of Colored People (NAACP) association formed in 1909 to bring an end to lynching and racial discrimination (page 442)

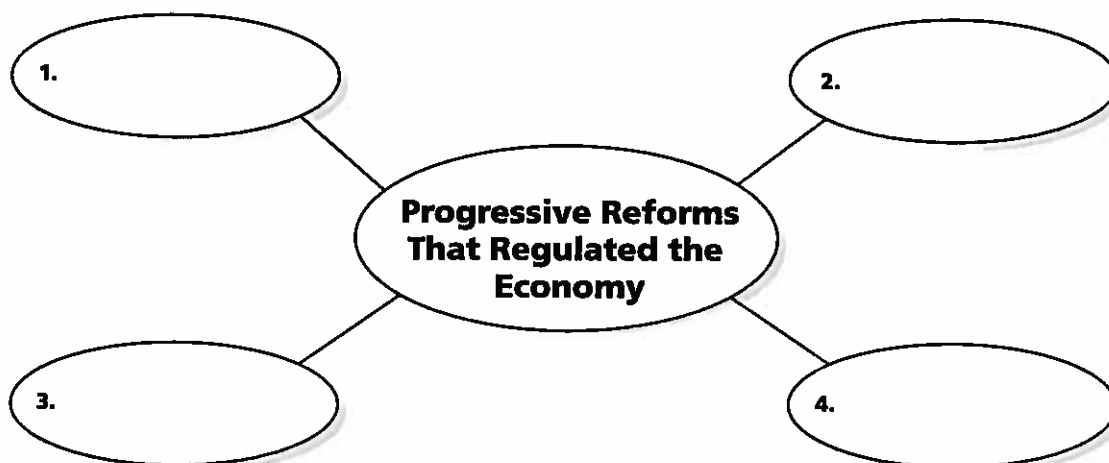
DRAWING FROM EXPERIENCE

What are income taxes? Who pays them? How are they paid?

The last section described Progressive reforms and problems during the Taft administration. This section discusses Progressive reforms under President Wilson.

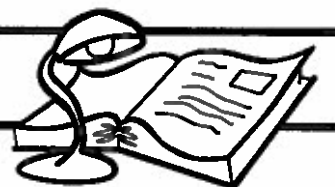
ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Several Progressive reforms under President Wilson helped to regulate the economy. List these reforms in the diagram.



Study Guide

Chapter 13, Section 4 (continued)



READ TO LEARN

- **The Election of 1912** (page 438)

Theodore Roosevelt was displeased with President Taft's performance. He did not believe that Taft lived up to Progressive ideals. So Roosevelt declared that he was willing to accept the Republican nomination for president in the 1912 election. At the Republican convention, conservative Republicans supported Taft. Progressives supported Roosevelt. Roosevelt decided to leave the party and run as an independent candidate. He became the candidate for the newly formed **Progressive Party**, which was nicknamed the Bull Moose party. The election actually became a contest between Roosevelt and the Democratic candidate Woodrow Wilson.

Wilson was a progressive. As governor of New Jersey, he pushed through one Progressive law after another. Although Wilson and Roosevelt were both progressives, they approached reform differently. Roosevelt's programs became known as the **New Nationalism**. He favored regulating trusts, setting up laws to protect women and children in labor. He also wanted a federal trade commission to regulate industry.

Wilson's programs became known as the **New Freedom**. He believed that trusts were "regulated monopolies." He believed that Roosevelt's approach toward businesses gave the federal government too much power in the nation's economy. He believed that freedom in the economy was more important than efficiency.

Roosevelt and Taft split the Republican vote in the election, giving the presidency to Woodrow Wilson.

- 5. How did Roosevelt's and Wilson's views of trusts differ?

- **Regulating the Economy** (page 439)

Shortly after becoming president, Wilson worked to get Congress to reduce tariffs. He believed that lowering tariffs would lead manufacturers to produce better products and to lower prices in order to be competitive with foreign goods. In 1913 Congress passed the Underwood Tariff. It lowered the average tariff on imported goods. Part of the Underwood Tariff Act included levying an **income tax**, or a direct tax on the earnings of individuals and corporations.

Study Guide

Chapter 13, Section 4 (continued)



Since the 1800s, economic depressions had hit the United States. During those times many people lost their savings when small banks collapsed. The most recent economic crisis had occurred in 1907. To restore people's confidence in banks, Wilson proposed the creation of a Federal Reserve system. Under this system, banks would keep a portion of their deposits in a regional reserve bank. This would provide a cushion for these banks during an economic crisis. The president would appoint a Board of Governors. The Board could set interest rates that the reserve banks charged other banks. It would control the amount of money in circulation. Congress approved this system by passing the **Federal Reserve Act** in 1913.

Wilson wanted to restore competition in the economy. He wanted to break up monopolies. However, once he became president, Wilson realized that it would be unrealistic to try and break up large companies. In 1914 Wilson asked Congress to create the **Federal Trade Commission (FTC)** to regulate American businesses. The commission could order companies to stop **unfair trade practices**, or business practices that unfairly limited competition. Progressives in Congress were not satisfied. They passed the Clayton Antitrust Act. The law banned businesses from charging different customers different prices for the same product. Manufacturers could no longer give discounts to those who bought a large volume of goods.

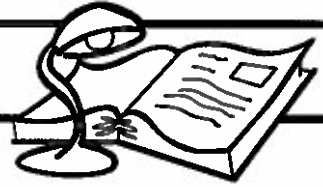
6. Why did President Wilson support the Federal Reserve system?

• Federal Aid and Social Welfare (page 441)

By 1914 Wilson believed that his reforms were complete. However, when Democrats suffered losses in the House of Representatives during the 1914 congressional elections, Wilson decided to support further reforms. He signed the Keating-Owen Child Labor Act, which banned the employment of children under the age of 14 in factories that made goods for interstate trade. He supported the Adamson Act, which set up an eight-hour workday for railroad workers. He supported the Federal Farm Loan Act to make long-term loans available to farmers.

Study Guide

Chapter 13, Section 4 (continued)



7. What program did President Wilson support to help farmers?

- **The Legacy of Progressivism** (page 442)

Like Roosevelt, Wilson expanded the role of the president and the federal government. Before the Progressive era, most Americans did not expect the government to pass laws to protect workers or to regulate businesses. By the end of the Progressive era, most Americans expected the government to play an active role. Through the passage of various programs, progressives did improve the quality of life of many people.

The Progressive movement, however, did not address issues facing African Americans. As a result, in 1905 W.E.B. Du Bois and other African American leaders met to demand full political rights for African Americans. The meeting eventually resulted in the beginning of the **National Association for the Advancement of Colored People** (NAACP) in 1909. African American leaders believed that voting was absolutely necessary to bring about an end to racial discrimination.

8. What group of people failed to benefit from Progressive reforms?
