



Module 22

The Progressive Spirit of Reform



Essential Question

How progressive were the Progressives?

About the Photo: The reform movements of the late 1800s and early 1900s were led by ordinary citizens such as these women, calling for their right to vote.

In this module you will learn about the reform movements that swept across the United States in the late 1800s and early 1900s.

What You Will Learn ...

Lesson 1: The Gilded Age and the Progressive Movement 686

The Big Idea From the late 1800s through the early 1900s, the Progressive movement addressed problems in American society.

Lesson 2: Reforming the Workplace 695

The Big Idea In the early 1900s Progressives and other reformers focused on improving conditions for American workers.

Lesson 3: The Rights of Women and Minorities 701

The Big Idea The Progressive movement made advances for the rights of women and some minorities.

Lesson 4: The Progressive Presidents 707

The Big Idea American presidents in the early 1900s did a great deal to promote progressive reforms.

Explore ONLINE!



VIDEOS, including...

- Teddy Roosevelt vs. Corporate America
- James Garfield
- Triangle Shirtwaist Fire
- W.E.B. Du Bois

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Image Carousel: Gilded Age Presidents
- Image with Hotspots: The Other Half
- Image with Hotspots: Working Conditions for Children, Early 1900s

Timeline of Events 1865–1925

Explore ONLINE!

United States

World

1865

1868 Ulysses S. Grant is elected president.



1871 The British Parliament legalizes labor unions.

1880

<1881 Charles Guiteau, a frustrated federal job seeker, assassinates President James A. Garfield.

1888 Brazil officially ends slavery.

1900

1901 President William McKinley is assassinated, and Vice President Theodore Roosevelt becomes president.



^ 1912 The British luxury liner *Titanic* sinks after hitting an iceberg during its first voyage. About 1,500 passengers die.

1917 Mexico adopts a new constitution.

^ 1920 Congress declares the Nineteenth Amendment ratified, giving women the right to vote.

1920

1925

Reading Social Studies

THEME FOCUS:

Politics, Society and Culture

In this module you will read about the corrupt politics of the Gilded Age, a time marked by attempts at reform. You will learn how society and culture reacted and responded to the problems of corruption and inequality. Finally, you will read about several presidents of the early 1900s who supported ideas and initiatives that promoted social reform.

READING FOCUS:

Evaluate Sources

Historical texts and current history books are good sources of information about the past. However, some sources can be more reliable than others to learn the truth.

Evaluate Texts Sometimes people write texts with a specific purpose or viewpoint in mind. Determining what the author's goal was in writing a passage can help you evaluate whether to believe all of the text, or merely some of it. Knowing which parts you can believe and which you cannot will help you understand what really happened in history.

Notice how one reader evaluated the source below.

The man, therefore, who as the owner of newspapers, would corrupt public opinion is the most dangerous enemy of the State. We may talk about the perils incident [dangers attached] to the concentration of wealth, about the perils flowing from a disregard of fiduciary [financial] responsibility, about abuses of privilege, about exploiting the government for private advantage; but all of these menaces, great as they are, are nothing compared with a deliberate, persistent, artful, purchased endeavor to [change and direct] the public judgment.

—*Harper's Weekly*, October 20, 1906

The author is using strong words to describe his viewpoint. Maybe he isn't being as objective as he should be.

The article lists several ideas that the author seems to think are bad. Are these things really bad? Can that help me determine the author's viewpoint?

This magazine was widely read when the article appeared. I think that makes the article a good source for some viewpoints of the time.

You Try It!

Read the passage below and evaluate whether you would use it as a source for a paper.

Space is no intervention now between communication. [N]ot only do the wires of copper bind the world together in closer communication, but with the telephone it is possible to converse [talk] with friends a thousand miles away, hearing distinctly every word and recognizing the individual voice. Closer acquaintance has thus wrought [created] vast changes in public opinions and policies. The entire civilized world has been drawn more closely together, old ideas and prejudices have been wiped out.

—*Cincinnati Times-Star*, January 1, 1900, quoted in
Yellow Journalism by W. Joseph Campbell

1. What viewpoint of new technology is the author taking in this article? How can you tell?
2. Do you believe that the telephone brought about “changes in public opinions and policies”? Why or why not? Why might the author say this?
3. Can you trust the author when he says that “old ideas and prejudices have been wiped out”? Why or why not? Why might the author say this?
4. Did this article appear in a well-known newspaper? Does this make it more trustworthy or less?
5. Would you use this article as a source for writing a paper about how new inventions affected life in the early 1900s? Explain your answer.

As you read Module 22, evaluate the primary sources for their usefulness in understanding history.

Key Terms and People

Lesson 1

political machines
Progressives
muckrakers
Seventeenth Amendment
recall
initiative
referendum
Robert M. La Follette

Lesson 2

Triangle Shirtwaist Fire
workers' compensation laws
capitalism
socialism
William “Big Bill” Haywood
Industrial Workers of the World

Lesson 3

Eighteenth Amendment
National American Woman
Suffrage Association
Alice Paul
Nineteenth Amendment
Booker T. Washington
Ida B. Wells
W. E. B. Du Bois
National Association for
the Advancement of
Colored People

Lesson 4

Theodore Roosevelt
Pure Food and Drug Act
conservation
William Howard Taft
Progressive Party
Woodrow Wilson
Sixteenth Amendment

The Gilded Age and the Progressive Movement

The Big Idea

From the late 1800s through the early 1900s, the Progressive movement addressed problems in American society.

Main Ideas

- Political corruption was common during the Gilded Age.
- Progressives pushed for reforms to improve living conditions.
- Progressive reforms expanded the voting power of citizens.

Key Terms and People

political machines
Progressives
muckrakers
Seventeenth Amendment
recall
initiative
referendum
Robert M. La Follette

If YOU were there . . .

You live in a big-city neighborhood in the 1890s. You and your brother are both looking for jobs. You know that the man down the street is the “ward boss.” He can always get city jobs for his friends and neighbors. But in return you’ll have to promise to vote the way he tells you to in the upcoming election.

**Would you ask the ward boss for a job?
Why or why not?**

Political Corruption

The late 1800s in the United States are often called the Gilded Age. The term came from a novel by that name. *The Gilded Age* highlighted the inequality between wealthy business owners, who profited from the Industrial Revolution, and workers, who often labored under terrible conditions for little pay. Many people began to believe that the government should help fix this inequality. The first step was to get rid of corruption in politics.

Political Machines In the late 1800s **political machines** were powerful organizations of professional politicians that dominated city and county politics. Political machines sorted out some of the biggest urban issues of the time. However, they often resorted to corrupt methods.

For example, political machines were notorious for election fraud. Not only did they pay people to vote for their candidates, they also stuffed ballot boxes with extra votes for their candidates and bribed vote counters. Some political machines even hired men called “repeaters” to cast several votes in the same election. To avoid being caught, repeaters would change their coats and shave off their beards between votes. Hence the old Chicago saying “Vote early and vote often.”

Political machines were run by leaders called bosses, who used their position to gain money and power. The boss

“Who Stole the People’s Money? ’Twas Him”

The men have labels on their backs that show they represent different interests.



Why do you think the men are shown standing in a circle?

New York City's political machine, Tammany Hall, was one of the most notorious political machines. After winning city elections in 1888, members of Tammany Hall rewarded their supporters with about 12,000 jobs. The leader of Tammany Hall was William Marcy Tweed. Along with his greedy friends, "Boss" Tweed stole enormous amounts of money—up to \$200 million—from the city.

Machine politicians made a special effort to reach out to immigrants and poor families. They helped newcomers find jobs and homes, supplied coal in winter, and provided turkeys for holiday suppers. As one Boston politician said, the role of the machine boss was “to be . . . somebody that any bloke [man] can come to . . . and get help.” In return, many poor families and immigrants gratefully supported political bosses and machines.

Cleaning Up Political Corruption Corruption was also a problem to the federal government. Many people thought that the corruption extended to the administration of President Ulysses S. Grant. During Grant's second term, federal officials were jailed for taking bribes from whiskey makers in exchange for allowing them to avoid paying taxes. Another scandal involved members of Congress who had taken bribes to allow the Union Pacific Railway to receive government funds. These scandals and others caused many Americans to question the honesty of national leaders.

Gilded Age Presidents



Rutherford B. Hayes

Republican; in office: 1877–1881

Hayes promised to reform the government with “thorough, radical, and complete” changes.



James A. Garfield

Republican; in office: 1881

Garfield attempted reforms before he was assassinated.



Chester A. Arthur

Republican; in office: 1881–1885

Arthur supported a system for awarding federal jobs based on merit, not party loyalty.



Grover Cleveland

Democrat;

in office: 1885–1889, 1893–1897

Cleveland was known for his honesty and for getting involved in the day-to-day details of government.



Benjamin Harrison

Republican; in office: 1889–1893

Harrison supported the Sherman Antitrust Act, which regulated business monopolies.



William McKinley

Republican; in office: 1897–1901

McKinley avoided scandals and helped win public trust in the government.

In response, Americans began calling for changes in the civil service, the government job system. They disliked the spoils system, the practice of giving jobs to the winning candidates’ supporters. Thomas Jefferson was the first to reward supporters with jobs. After his administration, each time a new party took power, it replaced many government officials. Many new employees were unqualified and untrained.

By the late 1800s government corruption was widespread. Reformers demanded that only qualified people be given government jobs. In

Reading Check
Analyze Information
What factors led to
civil-service reform?

response, President Rutherford B. Hayes made minor reforms, such as firing a powerful member of the New York Republican political machine. President James A. Garfield also attempted reforms. But on July 2, 1881, Garfield was attacked and shot twice by a mentally unstable federal job seeker named Charles Guiteau. The president later died from his wounds. Vice President Chester A. Arthur became president.

Arthur continued the push for reforms by backing the Pendleton Civil Service Act, which was passed in 1883. This law set up a merit system for awarding federal jobs. Under the Pendleton Act, more than 10 percent of government job applicants had to pass an exam before they could be hired. It was a start to reforming other government practices.

Progressives Push for Reforms

A group of reformers known as **Progressives** also worked to improve society in the late 1800s. Progressives tried to solve problems caused by rapid industrial and urban growth. They wanted to eliminate the causes of problems such as crime, disease, and poverty. They fought for reforms ranging from better working conditions to education programs in poor neighborhoods.

Muckrakers at Work Some journalists urged Progressives to action by writing stories that vividly described problems in society. These journalists were nicknamed **muckrakers** because they “raked up” and exposed the muck, or filth, of society. Muckrakers wrote about troubling issues such as

Historical Source

The Other Half

In 1890 Jacob Riis published *How the Other Half Lives*. The book was a collection of photographs of residents and workers in New York City tenement buildings, including families and immigrants. Sweatshops, such as the one here, were located in tenements to avoid the labor laws that affected factories. Workers crowded into the small, stuffy spaces. The conditions of life that Riis showed in his photographs, like this one, shocked many wealthier Americans.

Analyze Historical Sources

How might this photograph encourage people to become reformers?



Sweatshops turned out large amounts of clothing at low prices.

This 12-year-old boy said he was 16 in order to keep his job of pulling threads.

child labor, racial discrimination, living conditions in housing slums, and corruption in business and politics.

In 1902 and 1903 Lincoln Steffens wrote a series of articles in *McClure's Magazine* exposing corruption in city government. In one article, he described how government officials in St. Louis, Missouri, used their positions to earn extra money illegally:

“Men empowered to issue peddlers’ licenses and permits to citizens who wished to erect awnings or use a portion of the sidewalk for storage purposes charged an amount in excess of the prices stipulated [set] by law, and pocketed the difference.”

—Lincoln Steffens, *The Shame of the Cities*

Another muckraker, Ida B. Tarbell, wrote articles criticizing the unfair business practices of the Standard Oil Company. Upton Sinclair exposed unsanitary practices in the meat-processing industry in his novel *The Jungle*.

Although such writing angered many politicians and business leaders, it also helped to unite Progressives. Muckrakers influenced voters, causing them to pressure politicians into backing reforms.

Reform Successes A major goal of Progressive reformers was to help the urban poor. You have read about the work of housing reformers, which led to the 1901 New York State Tenement House Act. Other Progressives started settlement houses similar to Jane Addams’s Hull House. People usually started settlement houses in poor areas in order to improve education, housing, and sanitation there.

The movement for urban reform also led to new professions. City planners helped design safer building codes and opened new public parks. Civil engineers improved transportation by paving streets and building bridges. Sanitation engineers tried to solve problems concerning pollution, waste disposal, and impure water supplies. Death rates dropped dramatically in areas where planners and engineers addressed these problems.

Progressives also believed that improving education would lead to a better society. In response to their demands, states passed laws requiring all children to attend school. Some Progressives started kindergarten programs to help young city children learn basic social skills. In 1873 reformer Susan Blow opened the first American public kindergarten in St. Louis. By 1898 more than 4,000 kindergartens had opened in the United States.

John Dewey was a key supporter of early childhood education. His **motive** was to help children learn problem-solving skills, not just memorize facts. He thought this would help them in everyday life. Dewey’s teaching methods became a model for progressive education across the country.

Progressives also worked to improve the education of doctors and nurses. In the late 1800s there were not enough well-trained and professionally organized doctors. Researchers knew the causes of diseases such

Academic Vocabulary

motive a reason for doing something

Reading Check
Find Main Ideas
How did progressive
reforms improve
society?

as pneumonia and tuberculosis. However, there were few medical organizations that could help spread this knowledge.

Under the leadership of Joseph McCormack, the American Medical Association (AMA) brought together local medical organizations in 1901. The AMA supported laws designed to protect public health and showed how Progressives could organize to help improve society. Other organizations followed the AMA's lead.

Expansion of Voting Power

Some Progressives worked to reduce the power of political machines in state and local governments. In many places, reformers replaced corrupt ballots that listed only one party's candidates with ballots prepared by the government that listed all candidates. Under pressure from reformers, many states adopted secret ballots. This ensured privacy for every voter.

Voting Reforms Progressives thought officials would be more responsive to voters if voters were directly involved in government. To help make this happen, reformers worked to expand voting power. For example, they favored the **Seventeenth Amendment**, which allowed Americans to vote directly for U.S. senators. Before the constitutional amendment was passed in 1913, state legislatures had elected senators.

Reformers also favored the direct primary, an election in which voters choose candidates to run for public office directly. In 1903 Wisconsin became the first state to have a direct primary. Previously, party leaders had selected which candidates would run for office.

Other reform measures allowed voters to take action against corrupt politicians. Some states and cities gave unhappy voters the right to sign a petition asking for a special vote. The purpose of that vote was to **recall**, or remove, an official before the end of his or her term. If enough voters signed the petition, the vote took place. The official could then be removed from office if there was a majority of recall votes.

BIOGRAPHY

Robert M. La Follette 1855–1925

Born in rural Wisconsin in 1855, Robert M. La Follette began his political career at a young age. He was elected to the U.S. House of Representatives in 1884, becoming the youngest member of Congress. He soon earned the nickname "Fighting Bob" for his energetic speaking style and his active support for progressive reforms.

After serving as Wisconsin's governor and as U.S. senator, La Follette ran for president as the Progressive Party candidate in 1924. He won his home state and received about 16 percent of the popular vote.

Draw Conclusions

Why might La Follette have been proud of the nickname "Fighting Bob"?



In California, Oregon, and states in the Midwest, Progressives worked on reforms to give voters direct influence over new laws. A procedure called the **initiative** allowed voters to propose a new law by collecting signatures on a petition. If enough signatures were collected, the proposed law was voted on at the next election. Another measure was called the **referendum**. It permitted voters to approve or reject a law that had already been proposed or passed by a government body. This process gave voters a chance to overrule laws that they opposed.

Government Reforms Progressives also tried to change the way city government operated. Some reformers wanted city government to be run like a business. As a result of their efforts, several cities changed to council-manager governments. Under this system, voters elect a city council. The council then appoints a professional manager to run the city. Other business-minded reformers supported the commission form of government. Under this system, the city is headed by a group of elected officials. Each official manages a major city agency, such as housing or transportation.

One of the leaders of the effort to reform state government was Wisconsin's Republican governor **Robert M. La Follette**. La Follette decreased the power of political machines. He used university professors and other experts to help write new laws and work in state agencies. He also made information on how politicians voted available to the public. That way, voters would know if leaders had kept their campaign promises. Called the Wisconsin Idea, La Follette's plan became a model for progressive reforms in other states.

Summary and Preview Progressives worked to reform government and improve city life. In the next lesson you will learn about reforms in working conditions.

Reading Check

Summarize

How did Progressives work to change voting procedures?

Lesson 1 Assessment

Review Ideas, Terms, and People

- a. Recall** What was the main goal of political machines during the Gilded Age?
b. Draw Conclusions Why do you think some immigrants supported political machines?
c. Predict Do you think the system of testing government job applicants created by the Pendleton Civil Service Act would work to reduce corruption in the spoils system? Why or why not?
- a. Identify** Who were muckrakers, and what effect did they have on reform?
b. Explain How did Progressives try to improve education?
c. Evaluate Which progressive reform do you think was most important? Why?

- a. Describe** What new ideas and practices were introduced to give voters more power?
b. Draw Conclusions How did progressive reforms limit the power of political machines?

Critical Thinking

- Categorize** In this lesson you learned about key progressive reforms and the problems they addressed. Create a chart similar to the one below and use it to categorize the various progressive reforms.

Progressive Reforms		
Social	Political	Urban

Literature in History

Reform Literature

Word Help

cuffs punches
utter complete
close stuffy
sole only
access right to use
stenches bad smells
in vain without success
galling causing pain; irritating
fetters chains
heaves rises and falls
avail help

❶ The writer wants you to imagine that he is taking you on a tour of the building.

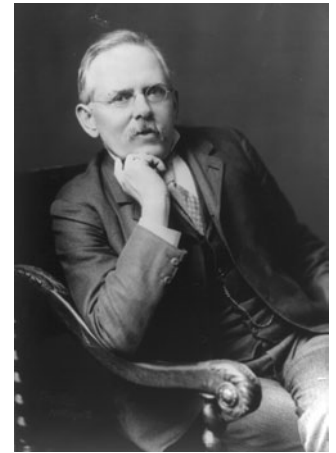
Why do you think he chooses this way to describe the place?

❷ Find one detail that appeals to each sense: sight, sound, smell, taste, and touch.

How would you sum up, in one sentence, the place that Riis describes?

About the Reading *How the Other Half Lives* describes the tenement houses where immigrants lived in New York City. Its author, Jacob Riis, was a newspaper reporter. His nonfiction book made Americans aware of the extremes of poverty suffered by working people. Riis believed that every human being deserved a decent, safe place to live. *How the Other Half Lives* led to reforms and new laws that improved housing conditions.

As You Read Look for details that help you see, hear, and smell Cherry Street.



From *How the Other Half Lives*

by Jacob Riis (1849–1914)

Cherry Street. Be a little careful, please! ❶ The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. Here where the hall turns and dives into utter darkness is a step, and another, another. A flight of stairs. You can feel your way, if you cannot see it. Close? Yes! What would you have? All the fresh air that ever enters these stairs comes from the hall door that is forever slamming, and from the windows of dark bedrooms that in turn receive from the stairs their sole supply of the elements God meant to be free . . . That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stench. Hear the pump squeak! It is the lullaby of tenement house babes. In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain. . . . ❷

The sea of a mighty population, held in galling fetters, heaves uneasily in the tenements. . . . If it rise once more, no human power may avail to check it. The gap between the classes in which it surges, unseen, unsuspected by the thoughtless, is widening day by day. . . . I know of but one bridge that will carry us over safe, a bridge founded upon justice and built of human hearts.

Word Help

borax white powder used in manufacturing and cleaning

glycerine sweet, sticky liquid

hoppers containers

consumption eating or drinking

consumption tuberculosis, a lung disease that was fatal at that time

ladled added with a large spoon

❶ *What overall effect or mood does Sinclair create?*

❷ *Based on the details in this passage, what were the packers most concerned about?*

❸ *Why do you think rats were considered nuisances?*

❹ *Find details that reveal how one improvement in working conditions might have resulted in healthier sausage.*

About the Reading *The Jungle* focused the nation's attention on immigrant workers in the meatpacking industry. Upton Sinclair's novel showed bosses forcing human beings to live and work like animals. He also described, in shocking detail, how meat was handled. Sinclair published his book in 1906. Later that same year, the U.S. government passed the Pure Food and Drug Act and the Meat Inspection Act. Many Americans even gave up eating meat for a while.



As You Read Look for details that create one overwhelming effect.

From *The Jungle*

by Upton Sinclair (1878–1968)

There was never the least attention paid to what was cut up for sausage; there would come back from Europe old sausage that had been rejected, and that was mouldy and white—it would be dosed with borax and glycerine, and dumped into hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. ❶ There would be meat stored in great piles in rooms and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man would run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. ❷ These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. . . . ❸ There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. ❹

Connect Literature to History

1. **Identify Cause and Effect** Jacob Riis and Upton Sinclair were both muckraking journalists. Why do you think so much muck existed in the tenements and in the meatpacking business? Why had people ignored those conditions for so long?
2. **Identify Cause and Effect** Both Riis and Sinclair believed that improving conditions for immigrants would benefit all of society. Explain how one specific change

in the tenements might have a favorable effect on everyone. Then explain how one specific change in meat handling might affect everyone.

3. **Compare and Contrast** Both *How the Other Half Lives* and *The Jungle* inspired Progressives to work for reform. Which work do you think had the greater effect on its readers? Use details from each passage to explain your answer.

Reforming the Workplace

The Big Idea

In the early 1900s Progressives and other reformers focused on improving conditions for American workers.

Main Ideas

- Reformers attempted to improve conditions for child laborers.
- Unions and reformers took steps to improve safety in the workplace and to limit working hours.

Key Terms and People

Triangle Shirtwaist Fire
workers' compensation laws
capitalism
socialism
William "Big Bill" Haywood
Industrial Workers of the World

If YOU were there . . .

You have been working in a hat factory since 1900, when you were eight years old. Now you are experienced enough to run one of the sewing machines. You don't earn as much as older workers, but your family needs every penny you bring home. Still, the long hours make you very tired. One day you hear that people are trying to stop children from doing factory work. They think that children should be at school or playing.

Would you be for or against this social reform? Why?

Improving Conditions for Children

In the early 1900s a reformer named Marie Van Vorst took a series of jobs in factories and clothing mills around the country. She wanted to investigate working conditions for children by living and working alongside them. In a South Carolina textile mill, Van Vorst met children as young as seven years old. She described working with one young child:

"Through the looms I catch sight of . . . my landlord's little child. She is seven; so small that they have a box for her to stand on. . . . I can see only her fingers as they clutch at the flying spools."

—Marie Van Vorst, *The Woman Who Toils: Being the Experiences of Two Ladies as Factory Girls*

This girl—and other children like her—provided cheap labor for manufacturers. Some children were paid as little as 40 cents per day. Marie Van Vorst helped focus attention on the problem of child labor. Eliminating the problems of child labor became a major issue for Progressives and other reformers.

Children at Work Children did many jobs in the late 1800s. Boys sold newspapers and shined shoes on the streets. Girls often cooked or cleaned for boarders staying with their

families. Girls also worked at home with their mothers, sewing clothes or making handicrafts.

Like the child Van Vorst encountered, many children worked in industry. In 1900 more than 1.75 million children age 15 and under worked in factories, mines, and mills, earning very low wages.

Calls for Reform As reporters published shocking accounts of working conditions for children, more people became aware of the problem. Progressives began to call for new reforms. You have read about Florence Kelley's work against child labor in Illinois. Kelley also served as a board member of the National Consumers' League, the major lobbying group for women's and children's labor issues. A lobbying group works to influence legislators in favor of a cause.

During the early 1900s, reformers finally succeeded in getting some laws passed to ease the conditions of child laborers. In 1912 the state of Massachusetts passed the first minimum wage law, and a commission was created to establish rates for child workers.

In 1916 and 1919 Congress passed federal child labor laws. The laws banned products made with child labor from being shipped from one state to another. The Supreme Court, however, ruled that the laws were unconstitutional. The Court argued that the laws went beyond the federal government's legal power to regulate interstate commerce.

In any case, laws alone could not end child labor. Some parents ignored child labor laws so that their children could continue contributing to the family income. Children were often instructed to lie about their age to government inspectors and tell them they were older than they really were.

Reading Check

Find Main Ideas

How did reformers try to improve child labor conditions?

Child Labor

Young children did much of the work in the American factories of the late 1800s. They were paid less than adult workers.





Working Conditions for Children, Early 1900s

This illustration shows some of the jobs that children did in glass factories in the early 1900s. You can see that there were many ways for young workers to be injured on the job.

Hot air blew from the glass ovens into the working space.

Adult workers closely supervised child workers.

Workers wore no protection against the fires and machinery.

Temperatures in the ovens used to make glass were more than 2,000° Fahrenheit.

Bending and lifting often left young workers tired and sore after their long day's work.

Analyze Visuals

Using the illustration, what can you tell about the life and work of these boys?

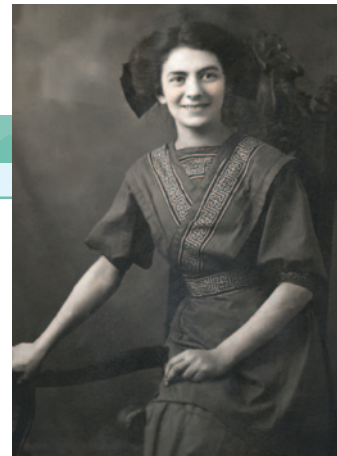
Safety and Working Conditions

Child labor reform was only part of the progressive effort to help American workers. Many Progressives also favored laws to ensure workers' safety, limit working hours, and protect workers' rights.

Workplace Safety Workplace accidents were common in the 1800s and early 1900s. In 1900 some 35,000 people were killed in industrial accidents. About 500,000 suffered injuries. One child described how her sister was injured using a machine in a string factory. "You see you mustn't talk or look off a minute," she explained. "My sister was like me. She forgot and talked, and just that minute her finger was off, and she didn't even cry till she picked it up."

Accidents like this were not big news in the early 1900s, but in 1911 a much greater workplace tragedy shocked the nation. It took place at the Triangle Shirtwaist Company, a New York City clothing factory that employed mostly Jewish and Italian teenage immigrant women. On the afternoon of March 25, a fire started on the eighth floor of the factory. Workers tried to escape, but factory owners had locked the exit doors—to reduce theft of materials, they said.

Within moments, the eighth floor was ablaze. The fire spread quickly to



DOCUMENT-BASED INVESTIGATION Historical Source

Triangle Shirtwaist Fire

Ethel Monick was one of the teenage factory workers at the Triangle Shirtwaist Company. In the trial that followed the disaster, she described her experience in the fire. Rose Freedman, pictured, was the longest-living survivor of the fire. She died in 2001.

Analyze Historical Sources

According to Monick, what is the feeling in the factory?

*I seen the fire
and then I
seen all the
girls rushing
down to
the place to
escape. So*

*I tried to go through the Greene Street
door, and there were quick girls there
and I seen I can't get out there, so I
went to the elevator, and then I heard
the elevator fall down, so I ran through
to the Washington Place side. . . . I
tried the door and I could not open it,
so I thought I was not strong enough to
open it, so I hollered girls here is a door,
and they all rushed over and they tried
to open it, but it was locked and they
hollered "the door is locked and we can't
open it!"*

—Testimony of Ethel Monick, age 16

two other floors. With the doors locked, escape was nearly impossible. The building's only fire escape collapsed under the weight of panic-stricken workers, sending them tumbling to their deaths. With flames at their backs, dozens of other workers leaped from the windows.

By the time firefighters brought the fire under control, 146 workers had died. At a memorial service for the victims, union leader Rose Schneiderman called for action. "It is up to the working people to save themselves," she said. The **Triangle Shirtwaist Fire** and similar accidents led to the passage of laws improving factory safety standards.

Labor leaders and reformers also fought for **workers' compensation laws**, which guaranteed a portion of lost wages to workers injured on the job. In 1902 Maryland became the first state to pass such a law. However, new laws were not always strictly enforced. Working conditions remained poor in many places.

The Courts and Labor Not everyone supported the new workplace regulations. Some business leaders believed that the economy should operate without any government interference. They went to court to block new labor laws.

One important case began in New York in 1897, after the state passed a law limiting bakers to a ten-hour workday. Joseph Lochner, a bakery owner, challenged the law. The case eventually went to the U.S. Supreme Court in 1905. In *Lochner v. New York*, the Court ruled that states could not restrict the rights of employers and workers to enter into any type of labor agreement. The New York law was declared unconstitutional.

The Supreme Court did uphold some limits on working hours for women and children. In the 1908 *Muller v. Oregon* case, the Court upheld laws restricting women's work hours. The justices stated that such laws protected women's health, which was of public concern.

Labor Unions Throughout the Progressive Era, labor unions were a strong force for improving working conditions. During this time, union membership grew, rising from about 800,000 in 1900 to about 5 million in 1920.

Founded in 1896 and led by Samuel Gompers, the American Federation of Labor (AFL) continued to be one of the strongest labor unions. The AFL focused on better working conditions and pay for skilled workers. Gompers supported the American economic system of **capitalism**, in which private businesses run most industries and competition determines the price of goods. Still, using strikes and other methods, the AFL won wage increases and shorter workweeks.

Workers also joined energetic new labor unions to fight for reforms. The International Ladies' Garment Workers' Union (ILGWU) was founded in 1900. Unlike the AFL, which allowed only skilled workers, the ILGWU organized unskilled laborers. In 1909 the garment workers called for a mass strike known as the "Uprising of the 20,000." The strikers won a shorter workweek and higher wages. They also attracted thousands of workers to the union.



Workers faced long hours of grueling work after the Supreme Court struck down a New York law limiting bakery employee workdays to 10 hours a day and 60 hours a week.

Reading Check
Analyze Information
How did reforms
change the
workplace?

Some union members, however, believed in **socialism**—a system in which the government owns and operates a country’s means of production. Socialists, led by Eugene V. Debs, hoped that the government would protect workers.

In 1905 a group of socialists and union leaders founded a union that welcomed immigrants, women, African Americans, and others not welcome in the AFL. Led by **William “Big Bill” Haywood**, this socialist union was called the **Industrial Workers of the World** (IWW). Its goal was to organize all workers into one large union that would overthrow capitalism. Known as “Wobblies,” IWW members used strikes and boycotts to advance their cause, as well as more radical strategies, such as industrial sabotage.

At the height of its strength in 1912, the IWW led about 20,000 textile workers on strike in Lawrence, Massachusetts, to protest pay cuts. After a bitter, well-publicized ten-week strike, the mill owners gave in and raised wages. The IWW’s success, however, was short-lived. Several of their strikes were terrible failures. Fearing the union’s revolutionary goals, the government cracked down on the IWW’s activities. Strong opposition led to its decline by 1920.

Summary and Preview Progressive reformers fought to improve working conditions. In the next lesson you will learn about how women and minorities struggled for their rights.

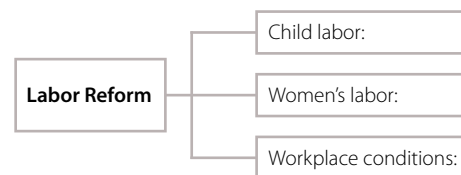
Lesson 2 Assessment

Review Ideas, Terms, and People

- Recall** What jobs did child laborers often hold?
 - Explain** Why did businesses employ children in factories?
 - Elaborate** Why do you think reformers began to demand improvements to child labor conditions?
- Identify** What events led to the movement to improve workplace safety?
 - Make Inferences** Why did the Industrial Workers of the World frighten some people?
 - Predict** What conflicts might arise between supporters of capitalism and socialism?

Critical Thinking

- Analyze** In this lesson you learned about important labor problems in the 1800s and the workers they affected. Create a graphic organizer similar to the one below to give specific examples of how Progressives tried to reform child labor, women’s labor, and workplace conditions.



The Rights of Women and Minorities

The Big Idea

The Progressive movement made advances for the rights of women and some minorities.

Main Ideas

- Women fought for temperance and the right to vote.
- African American reformers challenged discrimination and called for equality.
- Progressive reforms failed to benefit all minorities.

Key Terms and People

Eighteenth Amendment
National American Woman
Suffrage Association
Alice Paul
Nineteenth Amendment
Booker T. Washington
Ida B. Wells
W. E. B. Du Bois
National Association for the
Advancement of Colored
People

If YOU were there . . .

You are a member of the class of 1912 graduating from an excellent women's college. You have always been interested in science, especially biology. You would like to be a doctor, but you know that medical schools accept very few women. One career path for you is to go into social work. Yet that's not what you really want to do.

How would you want to use your education?

Women Fight for Temperance and Voting Rights

New educational opportunities drew more women into the Progressive movement. In the late 1800s women began attending women's colleges, such as Smith College in Massachusetts and Vassar College in New York, in record numbers. In 1870 only about 20 percent of college students were women. By 1910 that number had doubled. The goal of female students was "to develop as fully as may be the powers of womanhood," said Sophia Smith, founder of Smith College.

Many female graduates entered fields such as social work and teaching. They found it much harder to enter professions such as law and medicine, which were dominated by men. Denied access to such professions, women often put their education to use by becoming active in reform. Women's clubs campaigned for causes such as temperance, women's suffrage, child welfare, and political reform.

The Temperance Movement In the mid-1800s many of these reformers blamed social problems such as family violence and criminal behavior on a number of factors, including urbanization and immigration. They also blamed problems on alcohol consumption. As a result, many groups took up the cause of temperance, or avoidance of alcohol.

In 1874 reformers from many different backgrounds formed the Woman's Christian Temperance Union (WCTU), which fought for adoption of local and state laws restricting the sale of alcohol. Under the leadership of Frances Willard, the organization started 10,000 branches. More than 1,000 saloons were forced to shut down as a result of temperance supporters' efforts.

One especially radical temperance fighter chose more dramatic tactics to fight for her cause. In the 1890s Carry Nation became famous for storming into saloons with a hatchet and smashing liquor bottles. Nation described destroying a Kansas saloon with bricks and rocks:

"I threw as hard, and as fast as I could, smashing mirrors and bottles and glasses and it was astonishing how quickly this was done."

—Carry Nation, *The Use and Need of the Life of Carry A. Nation*, 1909

Tall and strong, Nation was often arrested for her protest actions. Still, the temperance movement was effective. In 1919 its efforts led to the passage of the **Eighteenth Amendment**, banning the production, sale, and transportation of alcoholic beverages throughout the United States.

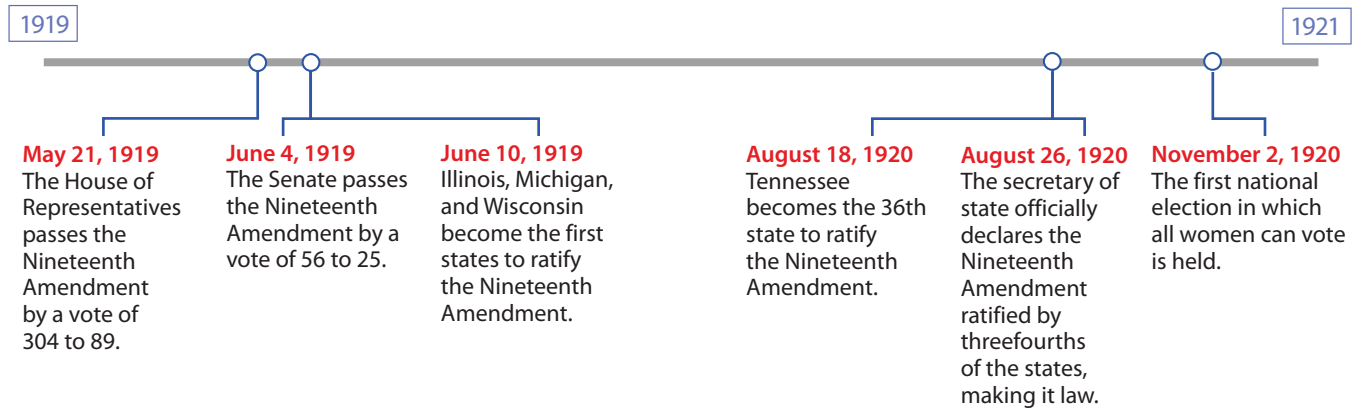
The Right to Vote Women reformers also fought for suffrage, or the right to vote. Many people at this time opposed giving women the vote. Political bosses, for instance, worried about the anticorruption efforts of women. Some business leaders worried that women voters would support minimum wage and child labor laws. Other people believed that women should only be homemakers and mothers and not politically active citizens.

In spite of such opposition, the women's suffrage movement began to gain national support in the 1890s. Elizabeth Cady Stanton and Susan B. Anthony founded the **National American Woman Suffrage Association** (NAWSA) in 1890 to promote the cause of women's suffrage. That same year, women won the right to vote in Wyoming. Colorado, Idaho, and Utah soon followed.

In several western states, women had the right to vote. However, it did not become a national right until the ratification of the Nineteenth Amendment in 1920.



The Nineteenth Amendment



Interpret Timelines

After its passage in Congress, how long did it take for the Nineteenth Amendment to be ratified?

Reading Check
Analyze Information
How did reformers draw attention to the temperance and women's suffrage movements?

Carrie Chapman Catt became president of NAWSA in 1900. Catt mobilized more than 1 million volunteers for the movement. She argued that women should have a voice in creating laws that affected them. "We women demand an equal voice," she said. "We shall accept nothing less."

Some women believed that NAWSA did not go far enough. In 1913 **Alice Paul** founded what would become the National Woman's Party (NWP). The NWP used parades, public demonstrations, picketing, hunger strikes, and other means to draw attention to the suffrage cause. Paul even organized picketing in front of the White House. Paul and other NWP leaders were jailed for their actions.

Suffragists finally succeeded in gaining the vote. In 1919 the U.S. Congress passed the **Nineteenth Amendment**, granting American women the right to vote. The Nineteenth Amendment was ratified by the states the following year, making it law.

African Americans Challenge Discrimination

White reformers often overlooked issues such as racial discrimination and segregation. African American reformers found such issues inescapable. They took the lead in addressing these problems.

One of the most important African American leaders was **Booker T. Washington**. Born into slavery, Washington believed that African Americans should not openly challenge segregation. He thought that whites and blacks could work together yet live separate social lives. Over time, Washington believed that African Americans could gain equal social standing by becoming self-sufficient and economically secure. In 1881 he founded the Tuskegee Institute in Alabama to help African Americans learn trades as well as skills for self-sufficiency.

Other African Americans spoke out more directly against racial segregation, discrimination, and violence. Journalist **Ida B. Wells** wrote articles about the unequal education for African American children. In her Memphis newspaper *Free Speech*, Wells also drew attention to the lynching of African Americans. During lynchings people were murdered by mobs instead of receiving a trial. People were lynched after being accused of a crime or even for breaking social codes. More than 3,000 African Americans were lynched between 1885 and 1915.

After three of her friends were lynched in 1892, Wells started an anti-lynching campaign in her newspaper. Death threats forced Wells to move to the North. But she continued campaigning against lynching. In 1900 she wrote:

“Our country’s national crime is lynching . . . In fact, for all kinds of offenses—and, for no offenses—from murders to misdemeanors, men and women are put to death without judge or jury.”

—Ida B. Wells, from her article “Lynch Law in America”

DOCUMENT-BASED INVESTIGATION Historical Source

Fighting Discrimination

Booker T. Washington and W. E. B. Du Bois had very different views on how African Americans could improve their social and economic standing.

“Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour and put brains and skill into the common occupations of life. . . . It is at the bottom of life we must begin, and not at the top.”

—Booker T. Washington

“Is it possible, and probable, that nine millions of men can make effective progress in economic lines if they are deprived of political rights, made a servile **caste**,¹ and allowed only the most meager chance for developing their exceptional men? If history and reason give any distinct answer to these questions, it is an emphatic No.”

—W. E. B. Du Bois

¹ caste lower social rank

Analyze Historical Sources

How do the views of Washington and Du Bois differ?



Like Wells, **W. E. B. Du Bois** took a direct approach to fighting racial injustice. Born in Massachusetts, Du Bois was an educator and civil rights activist. He earned a doctorate from Harvard University. As part of his research, he studied and publicized cases of racial prejudice.

Du Bois believed that African Americans should openly protest unjust treatment and demand equal rights immediately. He also promoted higher education for the most capable African Americans, who he called the “Talented Tenth.” These were the teachers, ministers, and professionals that Du Bois believed should lead the struggle for equal rights.



Founding members of the Niagara Movement, including W.E.B. Du Bois (center), sat for this portrait in 1905.

In 1905 Du Bois launched the Niagara Movement to protest discrimination. Four years later, in 1909, he helped found an even more influential organization, **National Association for the Advancement of Colored People** (NAACP). Still active today, the NAACP is a civil rights organization that supports economic and educational equality for African Americans. In its early years, the NAACP worked to secure for African Americans the rights guaranteed by the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. These rights included equal protection under the law and voting rights for all adult men.

The NAACP fought discrimination against African Americans by using the courts. In 1915 it won the important case of *Guinn v. United States*, which made grandfather clauses illegal. These laws were used in the South to keep African Americans from voting. Grandfather clauses imposed strict qualifications on voters unless their grandfathers had been allowed to vote. Many white voters met this requirement and were automatically permitted to vote in elections. However, most African Americans’ grandfathers had been enslaved and could not vote.

Another important organization was the National Urban League. It was formed in 1911 by Dr. George Edmund Haynes. This organization aided many African Americans moving from the South by helping them find jobs and housing in northern cities. The Urban League addressed many of the same problems faced by other Progressives, such as health, sanitation, and education.

Reading Check

Find Main Ideas

What was the purpose of the NAACP?

Limits of Reform

The Progressive movement achieved some remarkable successes. But Progressive efforts at reform had limits. In addition to overlooking the challenges faced by African Americans, white reformers also overlooked the discrimination faced by other ethnic groups. Native Americans, for example, were largely left behind by the Progressive movement. Some reformers tried to improve conditions for Native Americans by culturally **assimilating** them into, or having them adopt, white American culture. Unfortunately, these efforts often came at a high cost to Native American culture, religion, and language.

In 1911 two Native American Progressives, Dr. Carlos Montezuma and Dr. Charles Eastman, founded the Society of American Indians. It was the first national organization that aimed to unite diverse Native American groups in an effort to promote American Indian rights. Many of its early

Academic Vocabulary

assimilation
adoption of another
culture’s way of life

leaders believed that integration into white society would help end Native American poverty. Many other Native Americans, however, wanted to preserve their traditional culture. They resisted the movement to adopt white culture and worked to preserve Native American culture.

Immigrants from non-European countries also formed groups to help support their members. Chinese immigrants, for example, organized associations in the communities in which they lived. District associations, cultural groups, churches, and temples provided public services that white reformers ignored. San Francisco's Chinese Hospital was built in 1925 by such a group. Anti-Chinese riots in some western towns and cities caused Chinese immigration to drop, however.

Immigrants from Mexico increased during this time. The borders between the United States and its neighbors were fairly easy to cross. Many Mexican immigrants moved to the South and Southwest. They became an important part of the societies and economies of these regions. Many Mexican immigrants found jobs in the mining and railroad industries. Others became farmers or migrant workers. Progressive labor laws and factory reforms did nothing to improve the poor living and working conditions of migrant farm workers.

Summary and Preview Many U.S. citizens worked for progressive reforms. In the next lesson you will read about presidents who also worked for progressive goals.

Reading Check

Summarize What were the limitations of progressive reforms?

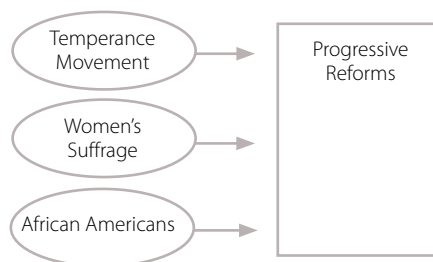
Lesson 3 Assessment

Review Ideas, Terms, and People

1. **a. Identify** What did the Eighteenth and Nineteenth Amendments accomplish?
b. Summarize How did Alice Paul and the National Woman's Party try to draw attention to the issue of women's suffrage?
2. **a. Identify** What role did Ida B. Wells play in reform efforts for African Americans?
b. Contrast How did Booker T. Washington differ from other African American leaders?
c. Evaluate Do you think the National Association for the Advancement of Colored People was successful in fighting discrimination? Explain.
3. **a. Describe** What discrimination did Chinese Americans face?
b. Summarize How were some minority groups overlooked by the Progressive movement?

Critical Thinking

4. **Analyze** In this lesson you learned about the causes supported by different groups of progressive reformers. Create a graphic organizer similar to the one below to identify the progressive reforms introduced by the temperance movement, the women's suffrage movement, and African Americans.



The Progressive Presidents

The Big Idea

American presidents in the early 1900s did a great deal to promote progressive reforms.

Main Ideas

- Theodore Roosevelt's progressive reforms tried to balance the interests of business, consumers, and laborers.
- William Howard Taft angered Progressives with his cautious reforms, while Woodrow Wilson enacted far-reaching banking and antitrust reforms.

Key Terms and People

Theodore Roosevelt
Pure Food and Drug Act
conservation
William Howard Taft
Progressive Party
Woodrow Wilson
Sixteenth Amendment

If YOU were there . . .

It is 1912 and you're voting in your first presidential election. This election is unusual—there are three major candidates. One is the popular former president Theodore Roosevelt, who is running as a third-party candidate. He thinks the Republican candidate will not make enough progressive reforms. But the Democratic candidate is a progressive reformer, too.

How will you decide which candidate to support?

Roosevelt's Progressive Reforms

During a summer tour after his second inauguration in 1901, President William McKinley met a friendly crowd in Buffalo, New York. Suddenly, anarchist Leon Czolgosz stepped forward and shot the president. A little more than a week later, McKinley died. Vice President **Theodore Roosevelt** took office.

Roosevelt's Square Deal Roosevelt believed that the interests of businesspeople, laborers, and consumers should be balanced for the public good. He called this policy the Square Deal. He put the policy to the test in 1902 when faced by a coal miners' strike. Roosevelt knew the strike might leave the country without heating fuel for the coming winter. He threatened to take over the mines unless managers and strikers agreed to arbitration—a formal process to settle disputes. He felt this was the only fair way to protect Americans.

“The labor unions shall have a square deal, and the corporations shall have a square deal, and in addition all private citizens shall have a square deal.”

—President Theodore Roosevelt, quoted in *The Presidency of Theodore Roosevelt*, by Lewis L. Gould

Regulating Big Business Roosevelt made regulating big business a top goal of his administration. Muckrakers helped build support for this regulation. The public was shocked, for instance, after reading Upton Sinclair's description of the meatpacking industry in *The Jungle*. Roosevelt opened an investigation and later convinced Congress to pass a meat inspection law.

In 1906 Congress passed the **Pure Food and Drug Act**. This law prohibited the manufacture, sale, and transport of mislabeled or contaminated food and drugs. Roosevelt also was the first president to successfully use the 1890 Sherman Antitrust Act to break up a monopoly. He persuaded Congress to regulate railroad-shipping rates. The public largely supported this expansion of federal regulatory powers.

Conservation Roosevelt's love of the outdoors inspired him to join other Progressives in supporting **conservation**, or the protection of nature and its resources. Roosevelt was the first president to consider conservation an important national priority.

People believed in conservation for various reasons. Preservationists such as John Muir thought that nature should be left untouched so that people could enjoy its beauty:

“Thousands of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home; that wildness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.”

—John Muir, *Our National Parks*

Other conservationists wanted to make sure the nation used its natural resources efficiently. Gifford Pinchot, the first head of the newly created

President Theodore Roosevelt and conservationist John Muir in Yosemite National Park in California



Reading Check
Summarize What reforms did Roosevelt support?

Academic Vocabulary
various of many types

Forest Service, valued forests for the resources they provided to build “prosperous homes.” The disagreement between the two ideals of conservation eventually widened.

While Roosevelt was in office, the Forest Service gained control of nearly 150 million acres of public land. Roosevelt doubled the number of national parks, created 18 national monuments, and started 51 bird sanctuaries.

Reforms of Taft and Wilson

Theodore Roosevelt hoped that his secretary of war, **William Howard Taft**, would take his place as president in 1908. Like Roosevelt, Taft favored business regulation and opposed socialism. With Roosevelt’s assistance, Taft defeated William Jennings Bryan in the election of 1908.

Taft Angers Progressives Despite their friendship, Roosevelt and Taft held different ideas about how a president should act. Taft thought Roosevelt had claimed more power than was constitutional.

As president, therefore, Taft moved cautiously with reform and regulation. This upset Roosevelt and **various** Progressives, who supported stricter regulation of big business. Taft’s administration started twice as many antitrust lawsuits as Roosevelt’s had. But Progressives were not satisfied.

Taft angered Progressives further by signing the Payne-Aldrich Tariff of 1909. This tariff reduced some rates on imported goods, but it raised others. Progressives wanted all tariffs to be lowered, in order to lower prices for consumers.

Furious with Taft, Roosevelt decided to run for president again in 1912. After Taft won the Republican nomination, Roosevelt and his followers formed the **Progressive Party**. It was nicknamed the Bull Moose Party because Roosevelt said he was “as strong as a bull moose.” The split between Taft and Roosevelt divided the Republican vote, and Democratic candidate **Woodrow Wilson** won the electoral vote by a wide margin.

Wilson’s Reforms In his inaugural address, Wilson spoke of the terrible social conditions of many working-class Americans. “We have been proud of our industrial achievements,” he said, “but we have not hitherto [yet] stopped thoughtfully enough to count the human cost.” Passing reform legislation was Wilson’s top goal. He pushed for two measures soon after taking office: tariff revision and banking reform.

Wilson backed the Underwood Tariff Act of 1913, which lowered tariffs. The act also introduced a version of the modern income tax. The new tax was made possible in 1913 by the ratification of the **Sixteenth Amendment**. This amendment allows the federal government to impose direct taxes on citizens’ incomes.

President Wilson next addressed banking reform. The 1913 Federal Reserve Act created the modern banking system. The Federal Reserve Board (the “Fed”) oversees 12 regional Federal Reserve Banks. It makes sure that money is distributed where it is most needed. These are bankers’

Quick Facts

The Progressive Amendments, 1909–1920

Number	Description	Proposed by Congress	Ratified by States
16th	Federal income tax	1909	1913
17th	Senators elected by the people rather than state legislatures	1912	1913
18th	Manufacture, sale, and transport of alcohol prohibited	1917	1919
19th	Women's suffrage	1919	1920

Reading Check
Analyze Information
Why did Wilson win the election of 1912?

banks that serve consumer banks. The Federal Reserve Act created a more flexible currency system by allowing consumer banks to have more control over the money supply. To raise money, the Fed lowers the interest rate that it charges member banks. These banks then borrow more from the Fed, and thus have more money to lend to people and businesses.

Wilson also pushed for laws to regulate big business. The Clayton Antitrust Act of 1914 strengthened federal laws against monopolies. The Federal Trade Commission, created in 1914, had the power to investigate and punish unfair trade practices. Wilson's success in guiding reform programs through Congress helped him to win re-election in 1916.

Summary and Preview The progressive presidents tried to change American society for the better. In the next module you will learn how they also helped the United States become a world power.

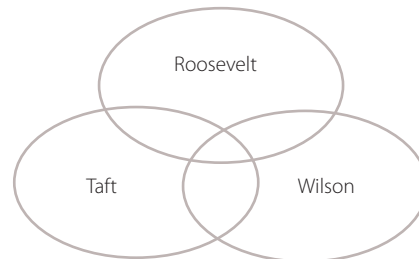
Lesson 4 Assessment

Review Ideas, Terms, and People

- Describe** How did Theodore Roosevelt support progressive reforms?
 - Analyze** Why did many Americans support conservation?
 - Evaluate** Do you think Roosevelt's reforms benefited the nation? Why or why not?
- Identify** What was the Progressive Party? Why was it created?
 - Compare and Contrast** How were the administrations of William Howard Taft and Roosevelt similar, and how were they different?
 - Evaluate** Which president do you think had the biggest influence on progressive reform—Roosevelt, Taft, or Woodrow Wilson? Explain your choice.

Critical Thinking

- Compare and Contrast** In this lesson you learned about the achievements of each of the progressive presidents. Create a Venn diagram similar to the one below and compare and contrast the reforms of the progressive presidents.



Social Studies Skills

Short- and Long-term Causal Relationships

Define the Skill

Most historical events are the result of other events. When something happens as a result of other things that occur, it is an effect of those things. Some events take place soon after the things that cause them. Such events are called *short-term effects*. In contrast, *long-term effects* can occur years, decades, or even hundreds of years after the events that caused them. Being able to recognize short-term and long-term cause-and-effect relationships will help you to better understand historical events.

Learn the Skill

Clue words can sometimes reveal a cause-and-effect relationship between events. Often, however, such language clues may not be present. Therefore, when you study history, you should always look for other clues that might explain why an action or event occurred.

Short-term effects are usually fairly easy to identify. In historical writing they are often closely linked to the event that caused them. For example, consider this passage from Module 22.

“Some Progressives worked to change state and local governments in order to reduce the power of political machines. In many places, reformers replaced corrupt ballots that listed only one party’s candidates with government-prepared ballots that listed all candidates. Under pressure from reformers, many states adopted secret ballots, giving every voter a private vote.”

This passage contains no clue words. Yet it is clear that cause-and-effect relationships exist. The power of political machines created

corrupt voting practices. Reformers wanted to change this. One effect of this situation was the government-prepared ballot, and another was the secret ballot.

Recognizing long-term causal relationships is often more difficult. Since long-term effects take place well after the event that caused them, they may not be discussed at the same time as their cause. This is why you should always question why an event occurred as you learn about it. For example, in 1971 Congress passed the first federal law to protect the health and safety of all workers. This law was a long-term result of efforts begun years earlier by the Progressives you read about in this module.

Many long-term effects result from major forces running through history that make things happen. They include economics, science and technology, expansion, conflict and cooperation among people, cultural clashes and differences, and moral and religious issues. Ask yourself if one of these forces is involved in the event being studied. If so, the event may have long-term effects that you should be on the lookout for when studying later events.

Practice the Skill

Review the information in Module 22 and answer these questions to practice recognizing short- and long-term causal relationships.

1. All packaged food today must have its contents listed on the container. This requirement is a long-term effect of what progressive reform?
2. Write a paragraph explaining the effects of the muckrakers on the news media today.

Module 22 Assessment

Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person from the module.

1. Some Americans supported a(n) _____ system, which proposed government ownership of the country's means of production.
2. Republican _____ began a program to reform state politics in Wisconsin.
3. The _____ granted women in the United States the right to vote.
4. The _____ prohibited the manufacture, sale, and transport of mislabeled or contaminated food and drugs.
5. During the Gilded Age, _____ often dominated local politics and used corruption to get their candidates elected.
6. _____ were journalists who wrote about troubling issues such as child labor, tenement housing, and political corruption.

Comprehension and Critical Thinking

Lesson 1

7.
 - a. **Describe** What tactics did bosses and political machines use to gain control of local governments?
 - b. **Analyze** What changes did Progressives make to city life?
 - c. **Elaborate** Which progressive reform do you think had the greatest effect on Americans?

Lesson 2

8.
 - a. **Identify** What reforms were made to improve working conditions, and who was affected by these reforms?
 - b. **Contrast** What are the differences between capitalism and socialism?
 - c. **Elaborate** If you were a business owner, would you have supported the progressive workplace reforms? Explain your answer.

Lesson 3

9.
 - a. **Recall** What minority groups were overlooked by progressive reform efforts?
 - b. **Analyze** How did women's involvement in the Progressive movement lead to constitutional change?
 - c. **Elaborate** Do you agree with Booker T. Washington's approach to improving life for African Americans? Explain your answer.

Lesson 4

10.
 - a. **Describe** How did William Howard Taft disappoint Progressives?
 - b. **Compare** In what ways were the reforms of presidents Roosevelt, Taft, and Wilson similar?
 - c. **Elaborate** Would you have supported Wilson's progressive reforms? Explain your answer.

Module 22 Assessment, continued

Review Themes

11. **Politics** What role did political machines play in local politics during the Gilded Age?
12. **Society and Culture** How did the movement for workplace reforms affect children?
13. **Economics** How did the Federal Reserve influence the American economy?

Reading Skills



Evaluate Sources Use the Reading Skills taught in this module to answer the question about the reading selection below.

The next day Rose went to town [Chicago] alone. The wind had veered [turned] to the south, the dust blew, and the whole terrifying panorama [view] of life in the street seemed some way blurred together, and forms of men and animals were like figures in tapestry. The grind and clang and clatter and hiss and howl of the traffic was all about her . . .

—Hamlin Garland, from his novel
The Rose of Dutcher's Coolly, 1895

14. Is this a good source for understanding the experiences of Chicago in the late 1800s? Why or why not?

Social Studies Skills



Short- and Long-Term Causal Relationships

Use the Social Studies Skills taught in this module to answer the question about the reading selection below.

Despite their friendship, Roosevelt and Taft held different ideas about how a president should act. Taft thought Roosevelt had claimed more power than was constitutional.

As president, therefore, Taft moved cautiously with reform and regulation.

15. According to the passage above, what was a long-term cause of Taft's cautious reforms?

Focus on Speaking

16. **Share Your Campaign Promises** Serious problems face the nation, and you must convince voters that you should be the one to tackle those problems. Create a list of campaign promises that you would make if you were a progressive politician running for office in the United States in the late 1800s or early 1900s. Which promises will be most helpful in getting you elected? Look at your promises to see whether they focus on issues important to voters. Then write a speech including your campaign promises that you can deliver to your class.