



UNIT

2

Becoming a World Power

1898–1920

Chapter 6
The Progressives
1898–1920

Chapter 7
Entering the World Stage
1898–1917

Chapter 8
The First World War
1914–1920

Themes

Government and Democracy

Movements for social, moral, economic, and political reform responded to changes that had been brought on by industrialization, the growth of cities, and immigration.

Economic Development

Claiming Alaska, Hawaii, and new territories in the Pacific made the United States a growing economic power.

Global Relations

The United States became increasingly involved in foreign affairs, claiming new territories after the Spanish-American War, and entering the fighting in World War I.

Sixteen U. S. battleships, together known as the Great White Fleet, sailed around the globe in 1907–1908 in a proud display of American naval power.

Prepare to Read

Comparing and Contrasting

Find practice for **Comparing and Contrasting** in the **Skills Handbook**, p. H10

Historians can describe people and events by comparing and contrasting them. Good readers identify similarities and differences in the text and use them to gain better understanding of a passage's overall context.

Before You Read

Skim the headings and visuals to determine what you will be reading about.

While You Read

Compare and contrast the reading with the headings and visuals. How are they alike or different?

After You Read

Compare and contrast what you previously knew about the subject matter with what you have learned about it.

Political Organizing

The failure of women to gain the vote urged suffragists to action. In 1869 Elizabeth Cady Stanton and Susan B. Anthony helped form the National Woman Suffrage Association (NWSA). The NWSA focused its efforts on campaigning for a constitutional amendment to give women the vote. But it also dealt with other issues that concerned women, such as labor organizing. In 1872 the NWSA supported Victoria Woodhull, the first woman candidate for U.S. president.

Similarly, the American Woman Suffrage Association (AWSA) was founded in 1869 with Henry Ward Beecher as its president. Unlike the NWSA, the American Woman Suffrage Association focused exclusively on winning the right to vote on a state-by-state basis. It also aligned itself with the Republican party.

READING CHECK **Comparing** In what ways was the NWSA similar to the AWSA?

Compare Both the NWSA and the AWSA were founded in 1869 and worked for suffrage.

Identify signal words such as *similarly* and *likewise* for comparison and *but* and *unlike* for contrast.

Contrast Unlike the NWSA, which dealt with various issues affecting women, the AWSA focused solely on suffrage.

Test Prep Tip

Some essay questions on tests will ask you to compare and contrast historical people, places, and events. As a prewriting activity, create and complete a word web or Venn diagram about the subject matter. Then use your findings to develop an outline for the essay.



Reading like a Historian

Interpreting Political Cartoons

Find practice for **Interpreting Political Cartoons** in the **Skills Handbook**, p. H31

Political cartoons are visual information sources that present messages about issues or people in funny or ironic ways. Political cartoons can portray a subject in either a positive or a negative light. Cartoonists often communicate a message through the use of symbols and caricature, or the drawing of subjects with distorted physical features. Labels, speech balloons, and captions can clarify the meaning of political cartoons.

Strategies historians use:

- Determine the cartoon's subject, reading all text and studying all symbols and caricatures.
- Establish the cartoon's message. Does it portray its subject in a positive or a negative light?
- Compare the cartoon's message with historical information you already know.

By portraying President Theodore Roosevelt as the popular figure Uncle Sam, the cartoonist may be trying to persuade readers to follow Roosevelt's leadership.



The yellow smoke symbolizes the dangers connected with the meat industry.

This cartoon refers to unsanitary conditions in meat factories in the early 1900s.

The cartoon supports Roosevelt's actions because the text says that the job must be done. The cartoon's message is that Roosevelt deserves support.

A NAUSEATING JOB, BUT IT MUST BE DONE

(President Roosevelt takes hold of the investigating muck-rake himself in the packing-house scandal.)

Skills FOCUS

READING LIKE A HISTORIAN

As You Read Make and complete a two-column chart in which you record reasons to support or contradict the cartoonist's message.

As You Study Use the two-column chart to compare the cartoonist's message with other information from this historical period. What conclusions can you draw from this comparison?

The Progressives

THE BIG PICTURE

As the 1900s dawned, activists called Progressives fought to make America's economic and political systems fairer. Some fought for women's suffrage. Others attacked a wide range of societal ills. The Progressive movement involved countless individuals and groups at all levels of government.



California Standards

History-Social Sciences

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

11.10 Students analyze the development of federal civil rights and voting rights.

Skills FOCUS

READING LIKE A HISTORIAN

Improving the living conditions of urban immigrants became a major priority for many Progressives. In this 1909 photograph, immigrant students receive instruction at the Hancock School in Boston.

Making Inferences What special challenges do you think immigrant students might have faced?

See **Skills Handbook**, p. H7



U.S.

September 1901
Theodore Roosevelt becomes president after McKinley is assassinated.



1900

1901
First Nobel Prize is awarded.



World



History's Impact video program

Watch the video to understand the impact of labor laws.



Lady Moon, Lady Moon
Sailing so high,
Drop down to Baby,
From out the blue sky.
Babykin, Babykin
Down far below,
I hear thee calling,
Yet I can not go.

Moon loves the baby
The moonlight says,
In her home, dark and
Though she must stay,
Kindly she'll watch thee
Till dawns the new day



1904

Muckraker Lincoln Steffens exposes government corruption in *The Shame of the Cities*.

May 1909

Civil rights activists found the NAACP.

1913

Anti-Defamation League is formed to fight anti-Semitism.

January 1919

Eighteenth Amendment bans alcoholic beverages.

August 1920

Nineteenth Amendment gives women the right to vote.

1904

1906

Workers form the British Labour Party.

1908

1912

1913

Dr. Albert Schweitzer opens hospital in the French Congo to battle diseases such as leprosy and the plague.

1916

1915

Mohandas K. Gandhi returns to India after leading a nonviolent campaign against discrimination in South Africa.

1920



1923

Mustafa Kemal establishes the Republic of Turkey.

1924

Progressivism

BEFORE YOU READ

MAIN IDEA

Progressives focused on three areas of reform: easing the suffering of the urban poor, improving unfair and dangerous working conditions, and reforming government at the national, state, and local levels.

READING FOCUS

1. What issues did Progressives focus on, and what helped energize their causes?
2. How did Progressives try to reform society?
3. How did Progressives fight to reform the workplace?
4. How did Progressives reform government at the national, state, and local levels?

KEY TERMS AND PEOPLE

Jacob Riis
progressivism
muckrakers
Ida Tarbell
Lincoln Steffens
Robert M. La Follette
Seventeenth Amendment
initiative
referendum
recall



HSS 11.2.1 Know the effects of industrialization on living and working conditions.

HSS 11.2.9 Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Hiram Johnson).

How the OTHER HALF Lives

THE INSIDE STORY

How did a photographer help the nation's urban poor? When **Jacob Riis** wrote about the lives of impoverished immigrants in New York City, he was telling a familiar story: his own. Riis emigrated from Denmark in 1870, at the age of 21. He had trouble finding jobs and lived in poverty. By 1877, however, he was a police reporter for the *New York Tribune*, a voice for social reform.

Riis went to places that were comfortably out of view of most Americans: the tenements of the Lower East Side. "Someone had to tell the facts; that is one reason I became a reporter," he said. He described a room where six adults and five children lived: "One, two, three beds are there, if the old boxes and heaps of foul straw can be called by that name; a broken stove with crazy pipe from which the smoke leaks at every joint . . . piles of rubbish in the corner. The closeness and smell are appalling."

Words could barely describe the squalor. So Riis learned to use a camera. With a new invention, flash powder, he photographed dingy rooms and hallways. He showed his photos in public lectures. His 1889 article in *Scribner's Magazine*, "How the Other Half Lives," became a best-selling book. Riis's fame helped him press the city to improve living conditions for the poor and to build parks and schools. ■

◀ **Jacob Riis photographed a part of America that people did not know existed—or did not want to know.**

What Was Progressivism?

Jacob Riis's book *How the Other Half Lives* stunned Americans with its photographs of desperate urban poverty. In the late 1800s, a reform movement known as **progressivism** arose to address many of the social problems that industrialization created. The reformers, called Progressives, sought to improve living conditions for the urban poor. They questioned the power and practices of big business. Progressives also called for government to be more honest and responsive to people's needs.

Reform-minded writers were the first to expose many of the social ills that Progressives targeted. Popular magazines printed journalists' firsthand accounts of injustices and horrors they had witnessed. These journalists were known as **muckrakers** because they "raked up" or exposed the filth of society.

Most of the muckrakers' articles focused on business and political corruption. **Ida Tarbell** wrote a scathing report condemning the business practices of the Standard Oil Company in *McClure's Magazine*. Tarbell revealed how John D. Rockefeller crushed his competition in his quest to gain control over the oil business. Tarbell's reports appealed to a middle-class readership increasingly frightened by the unchecked power of large businesses such as Standard Oil.

Other muckrakers wrote about insurance and stock manipulation, the exploitation of child labor, slum conditions, and racial discrimination. **Lincoln Steffens** exposed the corruption of city governments in *The Shame of the Cities* (1904). Frank Norris described the strangling power of a monopolistic railroad in his 1901 novel *The Octopus: A Story of California*. The muckrakers helped prepare the way for many reforms in the United States.

READING CHECK

Sequencing How important were the writings of the muckrakers in the Progressive movement, and what did they write about?

Reforming Society

By 1920, more than half of all Americans lived in cities. As cities continued to grow, they were increasingly unable to provide the services people needed: garbage collection, safe housing, and police and fire protection.

PRIMARY SOURCES

Ida Tarbell

Journalist Ida Tarbell's 1903 exposé of the business practices of the Standard Oil Company was one of the triumphs of muckracking. Here Tarbell comments on the company's 1880 victory over independent oil producers who were pressured into giving up their lawsuits against Standard Oil.

"Now, what was this loose and easily discouraged organization [of independent oil producers] opposing? A compact body of a few able, cold-blooded men—men to whom anything was right that they could get, men knowing exactly what they wanted, men who loved the game they played because of the reward. . . The withdrawal of the [law]suits was a great victory for Mr. Rockefeller. There was no longer any doubt of his power in defensive operations. Having won a victory, he quickly went to work to make it secure."

Skills FOCUS

READING LIKE A HISTORIAN

- 1. Analyzing Primary Sources** How does Tarbell describe the leaders of Standard Oil?
- 2. Identifying Points of View** What do you think Tarbell hoped to achieve by publishing her articles?

See **Skills Handbook**, pp. H28–H29

Housing reforms For the reformers, these conditions provided an opportunity. In New York City, for example, activists such as Lillian Wald worked vigorously to expand public health services for the poor. Progressives scored an early victory in New York State with the passage of the Tenement Act of 1901. This law forced landlords to install lighting in public hallways and to provide at least one toilet for every two families. Outhouses were eventually banned from New York City slums.

These simple steps helped create a healthier environment for impoverished New Yorkers. Within 15 years, the death rate in New York dropped dramatically. Housing reformers in other cities and states pushed for legislation similar to New York's law.

Fighting for civil rights Some progressives also fought prejudice in society. In 1909 Ida Wells-Barnett, W. E. B. Du Bois, Jane Addams,

and other activists formed the multiracial National Association for the Advancement of Colored People (NAACP). Its purpose was to fight for the rights of African Americans.

The NAACP fought on a number of fronts. In 1913 it protested the introduction of segregation into the federal government. Two years later, the NAACP protested the film *Birth of a Nation*, by D.W. Griffith, because of its hostile stereotyping of African Americans. Attempts to ban or censor the film met with little success.

In 1913 Sigmund Livingston, a Jewish man living in Chicago, founded the Anti-Defamation League (ADL). The mission of the ADL was to fight anti-Semitism, or hostility toward Jews.

ADL began by combatting the use of negative stereotypes of Jews in print, on stage, and in films. Adolph S. Ochs, publisher of *The New York Times* and a member of the ADL, wrote a memo to newspaper editors nationwide discouraging the use of negative references to Jews. By 1920 the practice in newspapers had nearly stopped.

ACADEMIC VOCABULARY

concrete specific, particular

READING CHECK **Comparing** How were the missions of the NAACP and the ADL similar?

Reforming the Workplace

By the end of the 1800s, labor unions were actively campaigning for the rights of adult male workers. Progressive reformers took up the cause of working women and children. In 1893 Florence Kelley helped persuade Illinois to prohibit child labor and to limit the number of hours women were forced to work.

In 1904 Kelley helped found the National Child Labor Committee. The committee's mission was to persuade state legislatures to ban child labor. Yet many employers continued hiring children, and not all states enforced child labor laws.

Progressives also organized state-by-state campaigns to limit women's workdays. Kelley led a successful effort in Oregon that limited the workday in laundries to 10 hours. Utah also passed a law limiting workdays to eight hours in some women's occupations.

But unskilled workers, men and women alike, were still paid extremely low wages. In 1900 about 40 percent of working-class families lived in poverty. Labor unions and Progressives both worked to secure laws ensuring

workers a minimum wage. In 1912 Massachusetts became the first state to pass such a law. Congress did not pass a national minimum-wage law until 1938.

Courts and labor laws Business owners began to fight labor laws in the courts. In the early 1900s, the Supreme Court ruled on several cases concerning state laws that limited the length of the workday. In the 1905 case *Lochner v. New York*, the Supreme Court sided with business owners. The Court refused to uphold a law limiting bakers to a 10-hour workday on the grounds that it denied workers their right to make contracts with employers.

But in 1908 the Court sided with workers. In the case *Muller v. Oregon*, the Court upheld a state law establishing a 10-hour workday for women in laundries and factories. Louis D. Brandeis, the attorney for the state of Oregon and a future Supreme Court justice, argued the state's case. He maintained that **concrete** evidence showed that working long hours harmed the health of women. This research convinced the Supreme Court to uphold the Oregon law.

His defense, known as the Brandeis brief, became a model for the defense of other labor laws. It was used in the 1917 case *Bunting v. Oregon*, in which the Court upheld a law that extended the protection of a 10-hour workday to men working in mills and factories.

The Triangle Shirtwaist Company Fire

A gruesome disaster in New York in 1911 galvanized Progressives to fight for safety in the workplace. About 500 young women worked for the Triangle Shirtwaist Company, a high-rise factory that made women's blouses. One Saturday, just as these young workers were ending their six-day workweek, a fire erupted, probably from a discarded match.

Within moments, the eighth floor was ablaze, and the flames quickly spread to two other floors. Escape was nearly impossible. Many doors were locked to prevent theft. The flimsy fire escape broke under the weight of panic-stricken people, sending its victims tumbling to their deaths. With flames at their backs, dozens of workers leaped from the windows.

More than 140 women and men died in the Triangle Shirtwaist Company fire. Union organizer Rose Schneiderman commented on the senseless tragedy.

The Triangle Shirtwaist Fire

The fire at the Triangle Shirtwaist Company was a tragedy waiting to happen. Crowded conditions, a lack of workplace safety laws, negligent owners, and an ill-prepared fire department combined to create a scene of devastation. Most victims were immigrant girls, some as young as 15 or 16.



The fire on the eighth floor was higher than the fire department's ladders could reach.

Most exit doors had been locked by managers to prevent theft. Elevators could accommodate only 10 people at a time.

Garment workers labored long hours in tightly packed quarters.

Large amounts of fabric and paper scraps added fuel to the fire.

AFTERMATH OF THE FIRE

Why was the Triangle Shirtwaist Company fire significant?

- At least 140 people died.
- Investigators found similar hazards in workplaces across New York State.
- New state laws were passed to require dramatic new fire safety measures, factory inspections, and sanitation improvements.
- New York reforms became a model for workplace safety nationwide.

Skills
FOCUS

INTERPRETING INFOGRAPHICS

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Interactive

Keyword: SE7 CH6

The Asch Building, where the Triangle Shirtwaist Company was located, was not unusual in its lack of fire safety precautions. Typical of many urban high-rise buildings at the time, it had inadequate fire escapes, no fire alarms, and no sprinkler system.

Drawing Conclusions What was the biggest obstacle preventing the workers' escape from the Triangle Shirtwaist fire?

See **Skills Handbook**, p. H18

HISTORY'S VOICES

“This is not the first time girls have been burned alive in the city. Every week I must learn of the untimely death of one of my sister workers. Every year thousands of us are maimed. The life of men and women is so cheap and property is so sacred.”

—Rose Schneiderman, April 2, 1911

THE IMPACT TODAY

Government

In 1970, about 60 years after the Triangle Shirtwaist fire, the federal Occupational Safety and Health Administration (OSHA) was created.

The Triangle Shirtwaist fire was a turning point for reform. With the efforts of Schneiderman and others, New York State passed the toughest fire-safety laws in the nation.

The unions During the Progressive Era, energetic new labor unions joined the fight for better working conditions. The International Ladies' Garment Workers Union (ILGWU) was founded in 1900. Unlike the American Federation of Labor (AFL), which allowed only skilled workers as members, the ILGWU organized unskilled workers. In 1909 the garment workers called a general 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.

Meanwhile, the Industrial Workers of the World (IWW), founded in 1905, opposed capitalism altogether. Under the leadership of William “Big Bill” Haywood, the IWW organized the unskilled workers that the AFL ignored. Known as “Wobblies,” IWW members

not only used traditional strategies such as strikes and boycotts but also engaged in more radical tactics, including industrial sabotage.

At the height of its strength in 1912, the IWW led some 20,000 textile workers on strike in Lawrence, Massachusetts, to protest pay cuts. After a bitter, well-publicized 10-week strike, the mill owners gave in and raised wages.

But the IWW's success was brief. Several later strikes were terrible failures. Fearing the union's revolutionary goals, the government cracked down on the IWW's activities. Disputes among its leaders also weakened the union. Within a few years, it declined in power.

READING CHECK **Identifying Cause and Effect** What factors produced reforms in wages and workplace safety?

Reforming Government

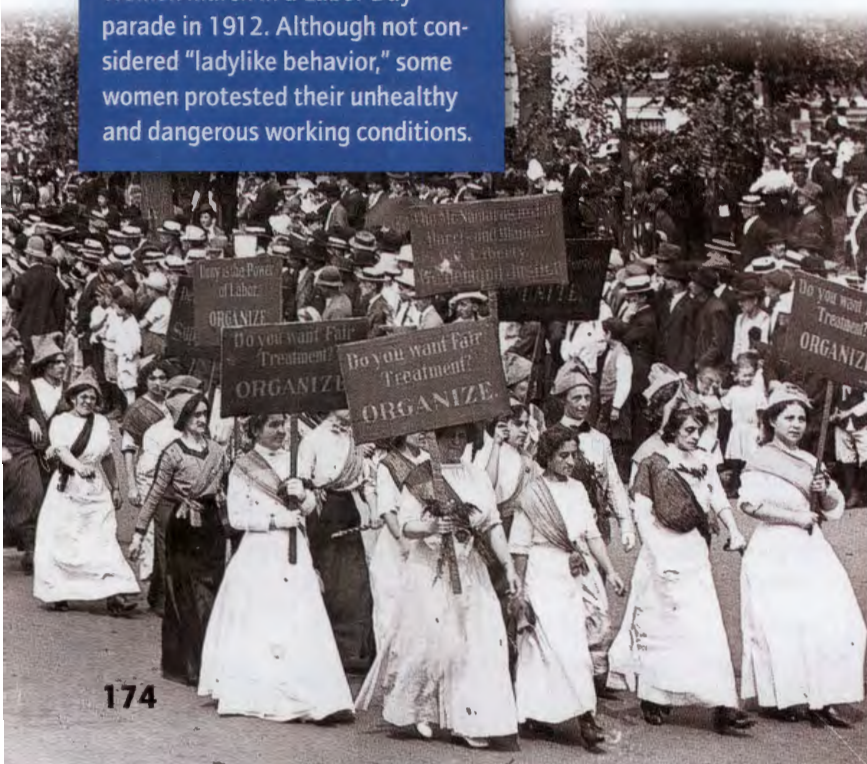
Progressives targeted government for reform as well. They wanted to eliminate political corruption and make government more efficient.

City government reforms Cleaning up government often meant winning control of it. One of the most successful reform mayors was Tom Johnson of Cleveland, Ohio. He set new rules for the police, released debtors from prison, and supported a fairer tax system. In Toledo, Ohio, Mayor Samuel M. Jones overhauled the police force, improved municipal services, set a minimum wage for workers, and opened kindergartens for children.

Progressives also promoted new government structures as a means to improve efficiency. In 1900 a massive hurricane struck Galveston, Texas. The traditional city government proved unable to cope with the disaster, so the Texas legislature set up a five-member commission to govern the city. The commissioners were experts in their fields rather than party loyalists. Galveston's city commission was more honest and efficient than its previous government. By 1918 some 500 American cities adopted the commission plan of city government.

Another new form of government, the council-manager model, began in Staunton, Virginia, in 1908. The city council appoints a professional politician to run the city. The reform inspired cities nationwide to follow suit.

Women march in a Labor Day parade in 1912. Although not considered “ladylike behavior,” some women protested their unhealthy and dangerous working conditions.



PROGRESSIVE ELECTION REFORMS

- **direct primary** voters select a party's candidates for public office
- **17th Amendment** voters elect their senators directly
- **secret ballot** people vote privately without fear of coercion
- **initiative** allows citizens to propose new laws
- **referendum** allows citizens to vote on a proposed or existing law
- **recall** allows voters to remove an elected official from office

State government reforms The fight for Progressive reforms extended to the state level. In Wisconsin, a progressive governor named **Robert M. La Follette** pushed through an ambitious agenda of reforms that became known as the Wisconsin Idea.

Elected in 1900, La Follette called for electoral reforms, such as limits on campaign spending. He created state commissions to regulate railroads and utilities. He also formed commissions to oversee transportation, civil service, and taxation.

Other governors pushed for reforms in their states. In New York Charles Evans Hughes regulated public utilities and pushed through a worker safety law. In Mississippi James Vardaman limited the use of convict labor. Vardaman's reforming spirit, however, was marred by extreme racism. He exploited prejudices of poor white farmers toward African Americans to gain support for his policies.

Election reforms Progressives wanted to reform elections to make them fairer and to make politicians more accountable to voters. They pushed for the direct primary, an election in which voters choose candidates to run in a general election. Mississippi adopted the direct primary in 1903. Most other states followed.

Progressives also backed the **Seventeenth Amendment**, ratified in 1913. The amendment gave voters, rather than state legislatures, the power to directly elect their U.S. senators. Progressives believed that direct elections would undermine the influence of party bosses.

Progressives also fought for the use of the secret ballot, which printed all candidates' names on a single piece of paper. Previously, each political party printed its own ballot on colored paper, making it easy to see how people voted and to pressure them to support certain candidates. By 1900 almost all states had adopted the secret ballot.

Finally, Progressives urged states to adopt three additional election reform measures: the initiative, the referendum, and the recall. These measures have become powerful tools with which voters can influence public policy.

An **initiative** allows voters to put a proposed law on the ballot for public approval. The **referendum** allows citizens to place a recently passed law on the ballot, allowing voters to approve or reject the measure. The **recall** enables citizens to remove an elected official from office by calling for a special election. Each measure was designed to make politicians more accountable to voters.

READING CHECK **Contrasting** How does the city commission form of government differ from the city manager form?

SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SE7 HP6

HSS 11.2.1, 11.2.9

Reviewing Ideas, Terms, and People

- Identify** What was **progressivism**?
 - Summarize** What were some areas of reform that the Progressives targeted?
 - Evaluate** If the **muckrakers** had not done their work, do you think reforms would have occurred? Explain.
- Explain** Why was the Triangle Shirtwaist fire important?
 - Contrast** How did the tactics of the **ILGWU** differ from those of the **IWW**?
- Recall** What are the differences between an **initiative**, a **referendum**, and a **recall**?
 - Rank** Which of the election reforms do you think had the greatest impact on American voters? Explain.

Critical Thinking

- Identifying Cause and Effect** Copy the chart below and record the effects of the work of the Progressives in three broad categories: society, workplace, and government.



FOCUS ON WRITING

ELA W1.1, 1.3

- Descriptive** Suppose you are a New York newspaper reporter in 1911. Describe the events of the Triangle Shirtwaist fire.



American Literature

UPTON SINCLAIR (1878–1968)

About the Reading The muckraking novel *The Jungle* exposed the horrific working conditions and unsanitary manufacturing practices in the meatpacking industry. The book prompted a huge federal probe and the passage of the Meat Inspection Act of 1906.

AS YOU READ Think about the risks these factory workers dealt with on the job every day.

Excerpt from

The Jungle

by Upton Sinclair

There was no heat upon the killing-floor. The men might exactly as well have worked out of doors all winter. For that matter, there was very little heat anywhere in the building, except in the cooking-rooms and such places—and it was the men who worked in these who ran the most risk of all, because whenever they had to pass to another room they had to go through ice-cold corridors, and sometimes with nothing on above the waist except a sleeveless undershirt. In summer time the chilling-rooms were counted deadly places, for rheumatism and such things; but when it came to winter the men envied those who worked there—at least the chilling rooms were kept at a precise temperature, and one could not freeze to death. On the killing-floor you might easily freeze, if the gang for any reason had to stop for a time. You were apt to be covered with blood, and it would freeze solid; if you leaned against a pillar you would freeze to that, and if you put your hand upon the blade of your knife, you would run a chance of leaving your skin on it. The men would tie up their feet in newspapers and old sacks, and these would be soaked in blood and frozen, and then soaked again, and so on until by night time a man would be walking on great lumps the size of feet of an elephant. Now and then, when the bosses were not looking, you would see them plunging their feet and ankles into the steaming hot carcass of the steer, or darting across the room to the hot-water jets. The cruelest thing of all was that nearly all of them—all of those who used knives—were unable to wear gloves,



Sinclair exposed the nation's meatpacking plants, where workers operated in dangerous, grueling, disease-ridden conditions.

and their arms would be white with frost and their hands would grow numb, and then of course there would be accidents. Also the air would be full of steam, from the hot water and the hot blood, so that you could not see five feet before you; then, with men rushing about at the speed they kept up on the killing-floor, and all with butcherknives, like razors, in their hands—well, it was to be counted as a wonder that there were not more men slaughtered than cattle.

Skills FOCUS

HSS 11.2.1, ELA 3.5

READING LIKE A HISTORIAN

- 1. Identifying Supporting Details** What dangers to workers and to food does Sinclair describe?
- 2. Literature as Historical Evidence** What does *The Jungle* suggest about reasons workers formed unions?

See **Skills Handbook**, pp. H5, H32

Women and Public Life

BEFORE YOU READ

MAIN IDEA

Women during the Progressive Era actively campaigned for reforms in education, children's welfare, temperance, and suffrage.

READING FOCUS

1. What opportunities did women have for education and work outside the home during the late 1800s?
2. How did women gain political experience through participation in reform movements?
3. How did the women's suffrage movement campaign for the vote?

KEY TERMS AND PEOPLE

Prohibition
 Woman's Christian Temperance Union
 Frances Willard
 Carry Nation
 Eighteenth Amendment
 National Association of Colored Women
 Susan B. Anthony
 National American Woman Suffrage Association



HSS 11.10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

THE INSIDE STORY

How did some African American women break barriers in the late 1800s? Most African American women

of the 1800s could only dream of going to college. Two women dreamed it, and then did it. Alberta Virginia Scott (1875–1902) and Otelia Cromwell (1874–1972) both graduated from prestigious women's colleges.

Scott was the first known African American to graduate from Radcliffe College in Cambridge, Massachusetts. She entered Radcliffe in 1894, studying science and classics. After graduating, Scott felt she should teach in the South. In 1900 Booker T. Washington invited her to teach at Tuskegee Institute, but sadly, after a year she became ill and died.

Otelia Cromwell had a long and distinguished career as an educator. She transferred from Howard University to Smith College in Northampton, Massachusetts. After graduating in 1900, she taught public school in Washington, D.C. She then went back to school, earning a master's degree from Columbia University and a Ph.D. from Yale.

Professor Cromwell became head of the literature department at Miner Teachers College in Washington. She wrote and edited several books and articles, including a respected biography of suffragist Lucretia Mott. She retired in 1944, and in 1950 she received an honorary degree from Smith. Today Smith College hosts an annual Otelia Cromwell Day, featuring lectures, films, and workshops.

► **Otelia Cromwell was honored for her career in education.**

Educational PIONEERS



Opportunities for Women

By the late 1800s, women were finding more opportunities for education and employment. With greater opportunities came a desire for greater involvement in the life of the community. Many women turned outward, beyond the home, to work for change and reform in society. They sought to use their talents and skills to make life better for others as well as for themselves. In the process, women became a greater political force.

Higher education Throughout the early 1800s, women had limited opportunities for higher education. It wasn't until 1833, for example, that a college, Oberlin College in Ohio, began admitting women as well as men. Later in the century, more colleges opened their doors to women. By 1870 about 20 percent of all college students were women. By 1900 that number had increased to more than one-third.

Most of the women who attended college at this time were members of the middle or upper classes. They wanted to be able to use their knowledge and skills after graduating. However, many professional opportunities were still denied them. The American Medical Association, for example, did not admit women

members until 1915. Denied access to their professions, many of these women put their talents and skills to work in various reform movements. These movements would be the training grounds for later political activism.

Employment opportunities Job opportunities for educated middle class women expanded in the late 1800s. Women worked as teachers and nurses—the traditional “caring professions”—but they also entered the business world as bookkeepers, typists, secretaries, and shop clerks.

In addition, businesses such as newspapers and magazines began to hire more women as artists and journalists. The businesses wanted to cater to the interests of the growing consumer group formed by educated and employed women. By 1900 the census counted 11,207 female artists, up from 412 in 1870, and 2,193 female journalists, up from a mere 35 some three decades years before.

Working class women and those without high school educations found jobs available to them in industry. Women poured into the garment industry, where they took positions that paid less than men's jobs did. Employers usually assumed that women were single and were being supported by their fathers. They also

TRACING HISTORY

Women's Rights

Efforts to expand women's rights began long before the Progressive Era and continued beyond it. Study the time line to learn about key events in the history of women's rights.



1700

1776 Shortly before the Declaration of Independence was drafted, Abigail Adams wrote her husband, John, urging that the new nation protect women's liberties.

1848 Delegates to the historic Seneca Falls Convention, led by Elizabeth Cady Stanton (right), issue a bold declaration calling for equal rights for women.



1800

1869 Women living in Wyoming Territory become the first American women to win the right to vote.

assumed that male employees were supporting families. Employers used these assumptions as reasons to pay women lower wages.

By the late 1800s these opportunities in public life began to change the way many middle-class women viewed their world. They began to see that they had a role to play in their communities and in society beyond the home.

READING CHECK **Summarizing** What new opportunities did women find outside the home in the late 1800s?

Gaining Political Experience

As in earlier times, women became the backbone of many reform movements during the Progressive Era. Women learned how to organize, how to persuade other people, and how to publicize their cause. Furthermore, participation in these movements taught women that they had the power to improve life for themselves, their families, and their communities.

Children's health and welfare Some women gained experience while campaigning for the rights of children. Many Progressive reformers worked to end child labor, improve children's health, and promote education.

Lillian Wald, founder of the Henry Street Settlement in New York City, believed the federal government had a responsibility to tend to the well being of children. She campaigned tirelessly for the creation of a federal agency to meet that goal. She was successful when the Federal Children's Bureau opened in 1912.

Prohibition Progressive women also gained political experience by participating in the **Prohibition** movement, which called for a ban on making, selling, and distributing alcoholic beverages. Reformers believed alcohol was often responsible for crime, poverty, and violence against women and children.

Two major national organizations, the **Woman's Christian Temperance Union** (WCTU) and the Anti-Saloon League, led an organized crusade against alcohol. **Frances Willard** headed the WCTU from 1879 to 1898. Willard made the WCTU a powerful force for temperance and for the rights of women.

Many reformers spread the anti-alcohol message in Protestant churches. Billy Sunday, a former baseball player turned Presbyterian evangelist, preached that the saloons were "the parent of crimes and the mother of sins." Starting in 1900, evangelist **Carry Nation** took her campaign right to the source. With a hatchet

1920 The Nineteenth Amendment is ratified, guaranteeing women the right to vote.



1900



2000

1972 Congress approves the women's Equal Rights Amendment to the Constitution, but it fails to win ratification by the required 38 states.

2004 Some 73 percent of women were registered to vote in the 2004 election, and a high proportion of them, about 65 percent, did vote.





Carry Nation's theatrical hatchet-wielding protests made her a big attraction. This poster spelled her name as "Carrie."

in one hand and a Bible in the other, she smashed up saloons in Kansas and urged other women to do the same. Nation's fiery speeches, dramatic raids, and canny sense of publicity made her a national figure in the temperance cause.

Prohibitionists eventually won Congress to their cause. In 1917 Congress proposed the **Eighteenth Amendment**, which prohibited the manufacture, sale, and distribution of alcoholic beverages.

The states ratified the amendment in 1919. The Eighteenth Amendment proved so unpopular, however, that it was repealed in 1933.

Civil rights African American women fought for many of the same causes as white women, such as ending poverty, promoting child welfare, fighting for better wages and safer workplace conditions, and fighting alcohol abuse. Yet these women had the added

burden of waging their battles in an atmosphere of discrimination.

Many African American women discovered that they were not welcome in most reform organizations. So they formed their own.

One of the largest organizations of African American women was founded in 1896. The **National Association of Colored Women (NACW)** included some of the most prominent women within the African American community, such as antilynching activist Ida B. Wells-Barnett and Margaret Murray Washington of the Tuskegee Institute. Harriet Tubman, the famous conductor on the Underground Railroad during the 1850s, who had remained active in civil rights causes, also became a member. By 1916 the organization had more than 100,000 members.

The NACW campaigned against poverty, segregation, and lynchings. It fought against the persistence of Jim Crow laws that denied African Americans the right to vote. Eventually, the NACW also began to

campaign for temperance and women's suffrage. The organization formed settlement houses, hospitals, and schools.

READING CHECK Identifying the Main Idea

What did women learn through their reform work that would be useful to them politically?

Rise of the Women's Suffrage Movement

When the delegates to the Seneca Falls Convention met in 1848 to campaign for women's rights, little did they know how long it would take for women to win the right to vote. It took 72 more years of organizing, campaigning, and persuading before they won the right to vote.

The Fifteenth Amendment After the Civil War, suffragists, who had supported abolition, called for granting women the vote as well as newly freed African American men. They were told that women would have to wait. Abolitionist Horace Greeley urged them to "remember that this is the Negro hour and your first duty is to go through the state and plead his claims." Suffragists waited.

Many of these suffragists were not satisfied by the ratification of the Fifteenth Amendment in 1868. The amendment gave the vote to African American men but not to women. It prohibited denying the right to vote "on account of race, color, or previous condition of servitude."

Women organize Now suffragists were spurred to action. In 1869 Elizabeth Cady Stanton and **Susan B. Anthony** formed the National Woman Suffrage Association. The NWSA campaigned for a constitutional amendment to give women the vote. It dealt with other issues that concerned women as well, such as labor organizing. In 1872 some NWSA members supported Victoria Woodhull, the first woman presidential candidate.

Meanwhile, the American Woman Suffrage Association (AWSA) was founded in 1869, with Henry Ward Beecher as its president. Unlike the NWSA, the American Woman Suffrage Association focused exclusively on winning the right to vote on a state-by-state basis. It also aligned itself with the Republican Party.

Very soon, suffragists began to rejoice at some victories in the West. In 1869 Wyoming

Territory became the first to grant women the vote. Utah Territory followed a year later. Before women nationwide won the vote, legislators in 12 states granted women the right to vote.

Susan B. Anthony tests the law A tireless campaigner for the women's suffrage cause, Susan B. Anthony wrote pamphlets and made speeches. She also testified before every Congress between 1869 and 1906 on behalf of women's suffrage. In 1872 she and three of her sisters staged a dramatic protest. They registered to vote, and on Election Day they voted in Rochester, New York. Two weeks later they were arrested for "knowingly, wrongfully and unlawfully" voting for a representative to the Congress of the United States.

Before her trial began, Anthony delivered an address in which she spelled out many reasons that justice required that women be given the right to vote.

HISTORY'S VOICES

“One-half of the people of this nation to-day are utterly powerless to blot from the statute books an unjust law, or to write there a new and a just one. The women, dissatisfied as they are with this form of government, that enforces taxation without representation—that compels them to obey laws to which they have never given their consent—that imprisons and hangs them without a trial by a jury of their peers, that robs them, in marriage, of the custody of their own persons, wages and children—are this half of the people left wholly at the mercy of the other half, in direct violation of the spirit and letter of the declarations of the framers of this government, every one of which was based on the immutable [undeniable] principle of equal rights to all.”

—Susan B. Anthony, 1872

At her trial, the judge refused to allow Anthony to testify on her own behalf, ruled her guilty, and fined her \$100. Anthony refused to pay the fine, hoping to force the judge to

THE IMPACT TODAY

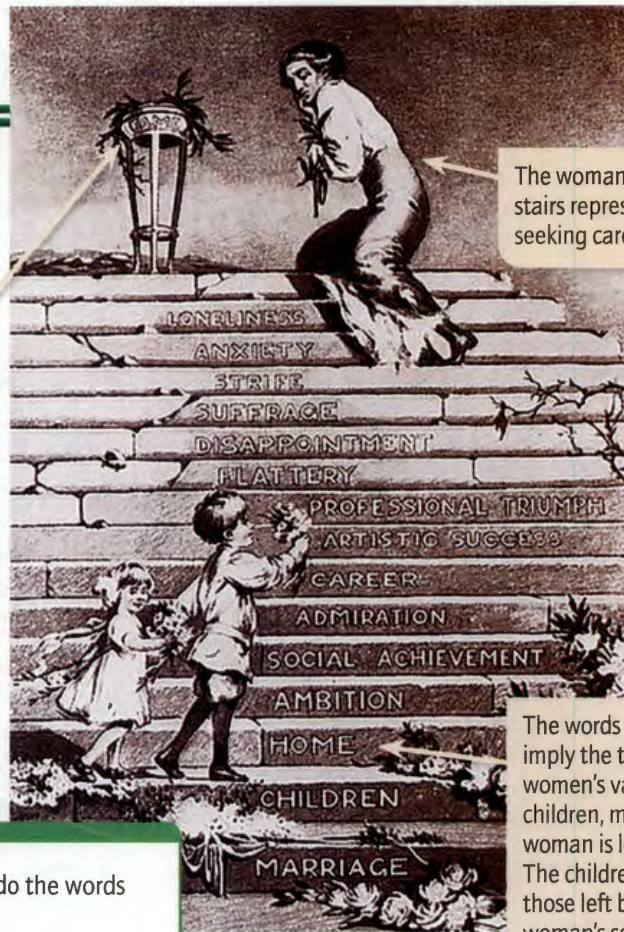
Government
Some 65 women served as representatives and 14 as senators in the 2005–2006 U.S. Congress. Representative Nancy Pelosi of California was minority leader in the House, the highest-ranking position ever held by a woman in Congress.

PRIMARY SOURCES

Political Cartoon

In 1912 cartoonist Laura E. Foster addressed an issue faced by even more women today: the tough choices relating to careers and home life.

The prize of Fame at the top of the stairs represents the goal that some people believed suffragists sought.



The woman climbing the stairs represents women seeking career success.

The words at the bottom imply the traditional women's values—home, children, marriage—the woman is leaving behind. The children represent those left behind by the woman's search for personal success.

Skills FOCUS

READING LIKE A HISTORIAN

- 1. Interpreting Political Cartoons** How do the words change as the stairs lead up to the top?
- 2. Identifying Points of View** What point is the cartoonist trying to make with this cartoon?

See **Skills Handbook**, pp. H28–H29, H31

arrest her and create a case that could be tried through the courts. The judge, however, did not imprison Anthony for refusing to pay the fine, thus denying her the right to appeal her case to a higher court.

In 1875 the Supreme Court ruled that even though women were citizens, citizenship did not give them the right to vote. The Court decided it was up to the states to grant or withhold that right. Suffrage associations therefore continued their strategy of trying to persuade each state legislature to grant women the vote.

Anti-suffrage arguments Opponents of the suffrage movement put forth a variety of arguments. Some believed that voting would interfere with women's duties at home or would destroy families altogether. Others claimed that women did not have the education or experience to be competent voters. Still others believed the **notion** that most American women did not want to vote. They said that it was unfair for suffragists to try to force the vote on those unwilling women.

Significant business interests also opposed women's suffrage. The liquor industry feared that women would vote for Prohibition. As women became more active in other reform movements—such as food and drug safety,

worker safety, and child labor—business owners feared that women would vote for regulations that would drive up business costs.

Even some churches and clergy members spoke out against women's suffrage. They argued that marriage was a sacred bond in which the entire family was represented by the man. In that case, they believed that women did not need the vote.

Two organizations merge In 1890 the National Woman Suffrage Association and the American Woman Suffrage Association merged. They formed the **National American Woman Suffrage Association** (NAWSA) under the leadership of Elizabeth Cady Stanton. Susan B. Anthony served as NAWSA's president from 1892 to 1900. Anthony died in 1906. Her final public statement was "Failure is impossible."

Like Susan B. Anthony, most of the early suffragists did not live long enough to cast their ballots. In fact, when women nationwide finally won the vote in 1920, only one signer of the Seneca Falls Declaration—Charlotte Woodward, age 92—was still alive.

READING CHECK **Identifying Cause and Effect** What effect did the passage of the Fifteenth Amendment have on suffragists?

ACADEMIC VOCABULARY
notion idea

SECTION 2 ASSESSMENT go.hrw.com
Online Quiz
Keyword: SE7 HP6

HSS 11.10.7

Reviewing Ideas, Terms, and People

- a. Describe** In the 1800s, what new opportunities did women in various social classes have outside the home?

b. Explain How did new opportunities change the way many women viewed their place in the public world?
- a. Identify** Write a sentence describing each of the following: **Prohibition, Carry Nation, Frances Willard, National Association of Colored Women.**

b. Analyze Why did many women choose to join the temperance movement?

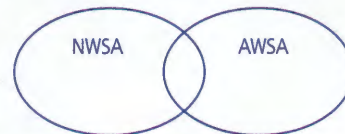
c. Elaborate How were women's reform causes related to traditional roles in the home?
- a. Recall** What happened to **Susan B. Anthony** when she attempted to vote?

b. Analyze What effect did the Fifteenth Amendment have on the women's rights movement?

c. Elaborate Why do you think many suffragists decided to adopt a state-by-state strategy, rather than campaign for a constitutional amendment?

Critical Thinking

- Comparing and Contrasting** Copy the Venn diagram below and fill it out to show the ways in which the National Woman Suffrage Association and the American Woman Suffrage Association were similar and different.



FOCUS ON WRITING

ELA W1.1, 1.3

- Persuasive** Suppose you are a woman who has gained political experience in the abolitionist movement. Write a letter to the editor explaining your opposition to the exclusion of women from the proposed Fifteenth Amendment. Be sure to provide details to support your argument.

Theodore Roosevelt's Square Deal

BEFORE YOU READ

MAIN IDEA

Theodore Roosevelt used the power of the presidency to push for progressive reforms in business and in environmental policy.

READING FOCUS

1. What was Theodore Roosevelt's view of the role of the president?
2. How did Roosevelt attempt to regulate big business?
3. What was Roosevelt's philosophy about conserving the environment, and how did he carry out his philosophy?

KEY TERMS AND PEOPLE

Theodore Roosevelt
bully pulpit
Square Deal
Elkins Act
Hepburn Act
Upton Sinclair
Meat Inspection Act
Pure Food and Drug Act
John Muir
Newlands Reclamation Act
Gifford Pinchot



HSS 11.2.1 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.

HSS 11.2.9 Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Theodore Roosevelt).

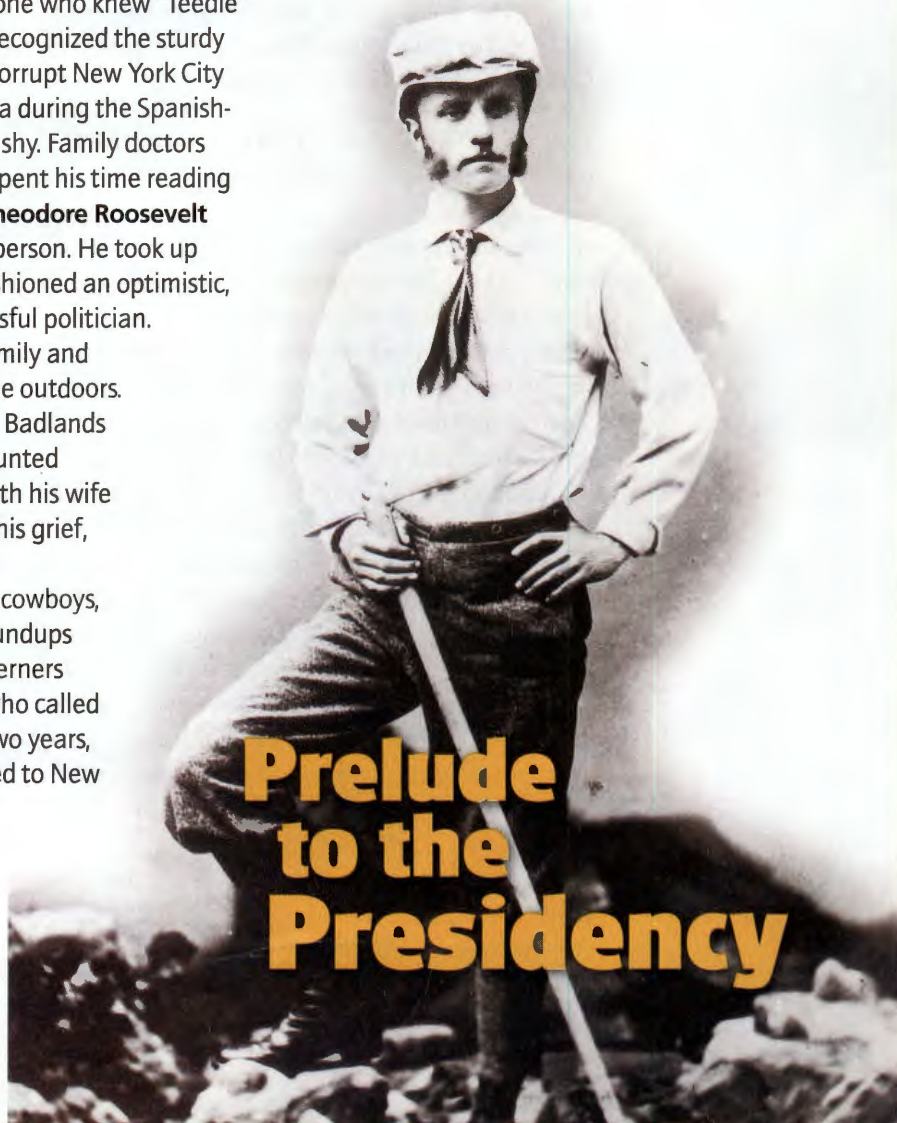
THE INSIDE STORY

Cowboy or politician? No one who knew "Teedie" Roosevelt at age 9 would have recognized the sturdy athlete who later cleaned up a corrupt New York City police department and led the Rough Riders in Cuba during the Spanish-American War. The young Roosevelt was sickly and shy. Family doctors forbade any sports or strenuous activity, so Teedie spent his time reading and studying natural history. Then as a teenager, **Theodore Roosevelt** energetically set about making himself into a new person. He took up boxing, tennis, horseback riding, and rowing. He fashioned an optimistic, vigorous personality that was to make him a successful politician.

Roosevelt came from a prominent New York family and attended Harvard University, but he grew to love the outdoors. He spent time in northern Maine and in the rugged Badlands of the Dakota territory, where he rode horses and hunted buffalo. When Roosevelt was 26, tragedy struck. Both his wife and his mother died unexpectedly. Trying to forget his grief, Roosevelt returned to his ranch in Dakota Territory.

For two years, Roosevelt lived and worked with cowboys, who came to admire his toughness as he rode in roundups and hunted bear, elk, and mountain lions. The westerners also liked the way he stood up to bullying rustlers who called him "four eyes" because of his thick glasses. After two years, Roosevelt's western adventure was over. He returned to New York and to politics. ■

► A young Theodore Roosevelt in 1880



Prelude to the Presidency

ACADEMIC VOCABULARY

framework the basic concepts that constitute a way of viewing reality

Roosevelt's View of the Presidency

Theodore Roosevelt's rise to the governorship of New York in 1898 spelled big trouble for the Republican political machine in New York. To rid themselves of the Progressive reformer, party bosses came up with a clever plan: They got Roosevelt nominated as vice president, a job with little power at the time.

Taking office However, the party bosses—and the nation—were shocked when anarchist Leon Czolgosz (CHAWL-gawsh) fatally shot President William McKinley in 1901. Theodore Roosevelt, the energetic reformer, now held the highest office in the land.

Roosevelt was just 42 years old when he took office—the youngest person ever to become president. During the late 1800s, most presidents had taken a hands-off approach to governing. Not Teddy Roosevelt. He saw the White House as a **bully pulpit**—a powerful platform to publicize important issues and seek support for his policies. With great enthusiasm and energy, Roosevelt brought new momentum to the Progressive movement.

The coal strike of 1902 Soon after the new president took office, some 150,000 Pennsylvania coal miners struck for higher wages, shorter hours, and recognition of their union. The strike gave Roosevelt an opportunity to define his view of the presidency.

As winter neared, Roosevelt feared what might happen if the strike were not resolved. Northern cities depended on Pennsylvania coal for heating. The president felt compelled to use his influence “to bring to an end a situation which has become literally intolerable.”

Roosevelt urged the mine owners and the striking workers to accept arbitration. In the arbitration process, two opposing sides agree to allow a third party to settle a dispute. The workers agreed to accept arbitration, but the mine owners refused. As winter drew nearer, Roosevelt threatened to take over the mines. The threat finally convinced the mine owners to agree to his arbitration plan.

After a three-month investigation, the arbitrators announced their decision. They gave the workers a shorter workday and higher pay but did not require the mining companies

to recognize the union. For the first time, the federal government had intervened in a strike to protect the interests of the workers and the public. Satisfied, Roosevelt pronounced the compromise a “square deal.”

The Square Deal The **Square Deal** became Roosevelt's 1904 campaign slogan and the **framework** for his entire presidency. He promised to “see that each [person] is given a square deal, because he is entitled to no more and should receive no less.” Roosevelt's promise revealed his belief that the needs of workers, business, and consumers should be balanced. Roosevelt's Square Deal called for limiting the power of trusts, promoting public health and safety, and improving working conditions.

The popular president faced no opposition for the nomination with his party. In the general election Roosevelt cruised to victory, easily defeating his Democratic opponent, Judge Alton Parker of New York.

READING CHECK Identifying the Main Idea

What was Roosevelt's Square Deal?

Regulating Big Business

Roosevelt believed that big business was essential to the nation's growth, but he also believed companies should behave responsibly.

HISTORY'S VOICES

“We demand that big business give the people a square deal; in return we must insist that when anyone engaged in big business honestly endeavors to do right he shall himself be given a square deal.”

—Theodore Roosevelt

Roosevelt focused a great deal of attention on regulating large corporations. Addressing Congress in 1902, Roosevelt stated, “We are . . . determined that they [corporations] shall be so handled as to subserve [serve] the public good. We draw the line against misconduct, not against wealth.”

Trust-busting In 1901 tycoons J. P. Morgan, James J. Hill, and E. H. Harriman joined their railroads together to eliminate competition. Their company, the Northern Securities Company, dominated railroad shipping from Chicago to the Northwest.

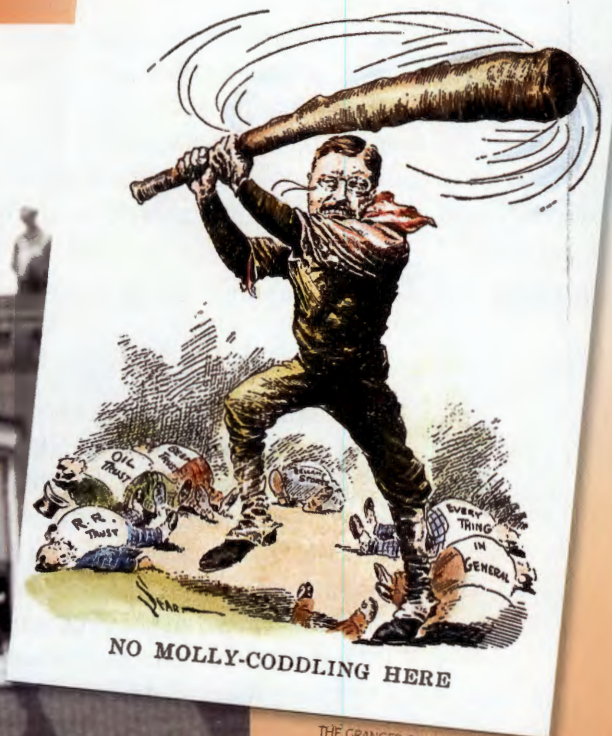
The following year, President Roosevelt directed the U.S. attorney general to sue the Northern Securities Company for violating the Sherman Antitrust Act. In 1904 the Supreme Court ruled that the monopoly did violate the Sherman Antitrust Act, and it ordered the corporation dissolved.

The ruling proved to be a watershed. An encouraged Roosevelt administration launched a vigorous trust-busting campaign. It filed dozens of lawsuits against monopolies and trusts that it believed were not in the public interest.

The size of the trust was not the issue. What mattered was whether a particular trust was good or bad for the American public. The Roosevelt administration went after the bad trusts: the ones that sold inferior products, competed unfairly, or corrupted public officials.

Regulating the railroads Another way to ensure that businesses competed more fairly was through regulation. Railroads commonly granted rebates to their best customers. This meant that huge corporations

Bully Pulpit



Skills
FOCUS

READING LIKE A HISTORIAN

Far left, Roosevelt is making good use of the bully pulpit. The cartoon shows Roosevelt as a man who will not “mollycoddle,” or indulge, big business.

- 1. Interpreting Political Cartoons** What does the reference to big business mean?
- 2. Identifying Points of View** What does the cartoon say about Roosevelt’s efforts? Explain.

See **Skills Handbook**, p. H28–H29, H31

Theodore ROOSEVELT

1858–1919



Author, athlete, and Nobel Prize–winning statesman, Theodore Roosevelt forged a presidential style that was an extension

of the fascinating life he had led. Doing battle with corporate trusts and crusading for the environment were just other adventures for the battle-ready hero and nature lover.

Roosevelt embraced the “strenuous life” in what he called “the arena” of public service. Whether reforming the New York City police department, defying corrupt party bosses, or leading soldiers in the Spanish-American War, Roosevelt was always, in his words, “daring greatly.” As president, Roosevelt focused on “trust-busting” and environmental conservation at home and pursued a “muscular” foreign policy, using an enlarged U.S. Navy to project American power. His intervention in Central America led to the founding of Panama and, later, the building of the Panama Canal.

“TR” even survived a brush with death in 1912. Shot in the chest by a would-be assassin, he proceeded to give a 90-minute campaign speech. He told the stunned crowd, “It takes more than that to kill a bull moose.”

Interpret How did Roosevelt’s life affect his style of leadership?

paid significantly less to ship their products than small farmers or small businesses. In 1903 Congress passed the **Elkins Act**, which prohibited railroads from accepting rebates. The Elkins Act ensured that all customers paid the same rates for shipping their products.

The **Hepburn Act** of 1906 strengthened the Interstate Commerce Commission (ICC), giving it the power to set maximum railroad rates. It also gave the ICC the power to regulate other companies that were engaged in interstate commerce.

Protecting consumers Roosevelt also responded to growing public dismay about practices of the food and drug industries. Some food producers, drug companies, and meat packers were selling dangerous products to an unknowing public.

Food producers, for example, resorted to clever tricks to pass off tainted foods. Some poultry sellers added formaldehyde, a chemical used in embalming dead bodies, to old eggs to hide their foul odor. Unwary consumers bought the tainted food and were tricked into thinking it was healthy.

Many drug companies were equally unconcerned for their customer’s welfare. Some sold medicines that simply did not work. Others marketed patent, or nonprescription, medicines containing dangerous narcotic drugs. Products such as Dr. James’ Soothing Syrup, intended to soothe babies’ teething pain, contained the drug heroin. Gowan’s Pneumonia Cure contained the addictive painkiller opium.

Few industries fell into greater public disrepute than the meatpacking business. The novelist **Upton Sinclair** exposed the wretched and unsanitary conditions at meatpacking plants in his 1906 novel *The Jungle*.

HISTORY’S VOICES

“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. . . . A man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. . . . The packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together.”

—Upton Sinclair, *The Jungle*, 1906

Sinclair’s novel ignited a firestorm of criticism aimed at meatpackers. Reformers and an outraged public called for change. Roosevelt ordered Secretary of Agriculture James Wilson to investigate the conditions in the packing houses. Wilson’s final report made for gruesome reading.

“We saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts. In all of which processes it [the meat] was in the way of gathering dirt, splinters, floor filth, and the expectoration [saliva] of tuberculous and other diseased workers.”

The Wilson report shocked the U.S. Congress into action. In 1906 it enacted two groundbreaking consumer protection laws. The first, the **Meat Inspection Act**, required federal inspection of meat shipped across state lines. The **Pure Food and Drug Act** forbade the manufacture, sale, or transportation of food and patent medicine containing harmful ingredients. The law also required food and medicine containers to carry accurate ingredient labels.

READING CHECK

Summarizing What measures did the Roosevelt administration take to regulate business and protect consumers?

THE IMPACT TODAY

Government

The Pure Food and Drug Act was the forerunner of today’s Food and Drug Administration, which regulates food, drugs, cosmetics, and medical products.

Environmental Conservation

In the late 1800s people acted as if the United States had an unending supply of natural resources. Lumber companies cleared large tracts of forest lands. Farmers plowed up the Great Plains. Ranchers' cattle and sheep overgrazed the prairies. Mining companies clogged rivers and cluttered the land with their refuse. Cities dumped sewage into rivers and garbage onto the land.

Roosevelt, however, believed that each generation had a duty to protect and conserve natural resources for future generations.

HISTORY'S VOICES

“We of an older generation can get along with what we have, . . . but in your full manhood and womanhood you will want what nature once so bountifully supplied and man so thoughtlessly destroyed; and because of that want you will reproach us, not for what we have used, but for what we have wasted.”

—Theodore Roosevelt

Before Roosevelt's presidency, the federal government had left the nation's natural resources largely unregulated. Business needs

had always taken priority over the environment. But Roosevelt recognized that natural resources were limited, and he believed their use needed to be controlled.

In 1903 Roosevelt joined famed naturalist **John Muir** for a camping trip in Yosemite National Park in California. Muir had played a pivotal role in convincing the government to protect and preserve Yosemite. “Unfortunately, God cannot save trees from fools,” Muir had observed. “Only the government can do that.”

Despite their friendly camping trip, Muir and Roosevelt held different views about conservation. Muir wanted the entire wilderness to be preserved in its natural state. Roosevelt believed that conservation involved the active management of public lands for a variety of uses. Some lands should be preserved as wilderness. Other lands should be put to more directly economical productive uses.

The **Newlands Reclamation Act** of 1902 reflected Roosevelt's beliefs. It allowed the federal government to create irrigation projects to make dry lands productive. The projects would be funded from money raised by selling off public lands. The Roosevelt administration launched more than 20 reclamation projects.

Linking TO Today

National Park System

Theodore Roosevelt will be remembered as the first champion of conservation. Yet before him, some Americans worked to protect natural wonders.

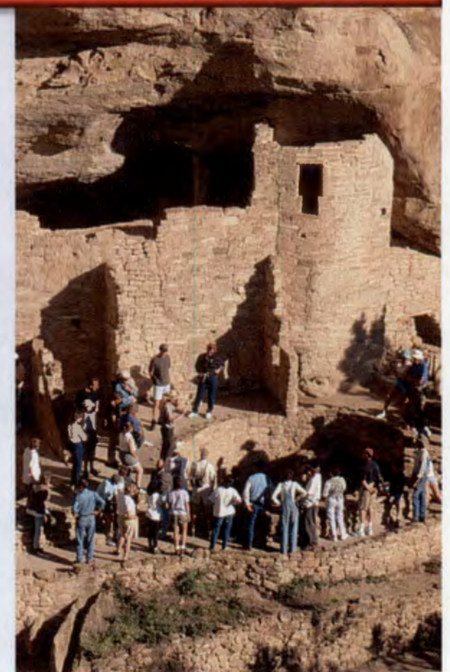
In 1872 Congress passed a law that set aside land in Wyoming, Montana, and Idaho as Yellowstone National Park. Yellowstone became the world's first national park.

Over time, the federal government founded more national parks across the country. In 1919 parts of the Grand Canyon in Arizona became a national park. Shenandoah National Park in Virginia was founded in 1935. Biscayne National Park in Florida was established in 1980, and Cuyahoga Valley National Park in Ohio was created in 2000.

While many parks preserve land and wildlife, other parks throughout the world preserve cultural history. Mesa Verde National Park in Colorado is famous for its Cliff Palace, a settlement built by ancestral Pueblo Indians about 800 years ago. In the Caribbean, Virgin Islands National Park is home to ancient ruins and Danish sugar plantations from the 1700s and 1800s.

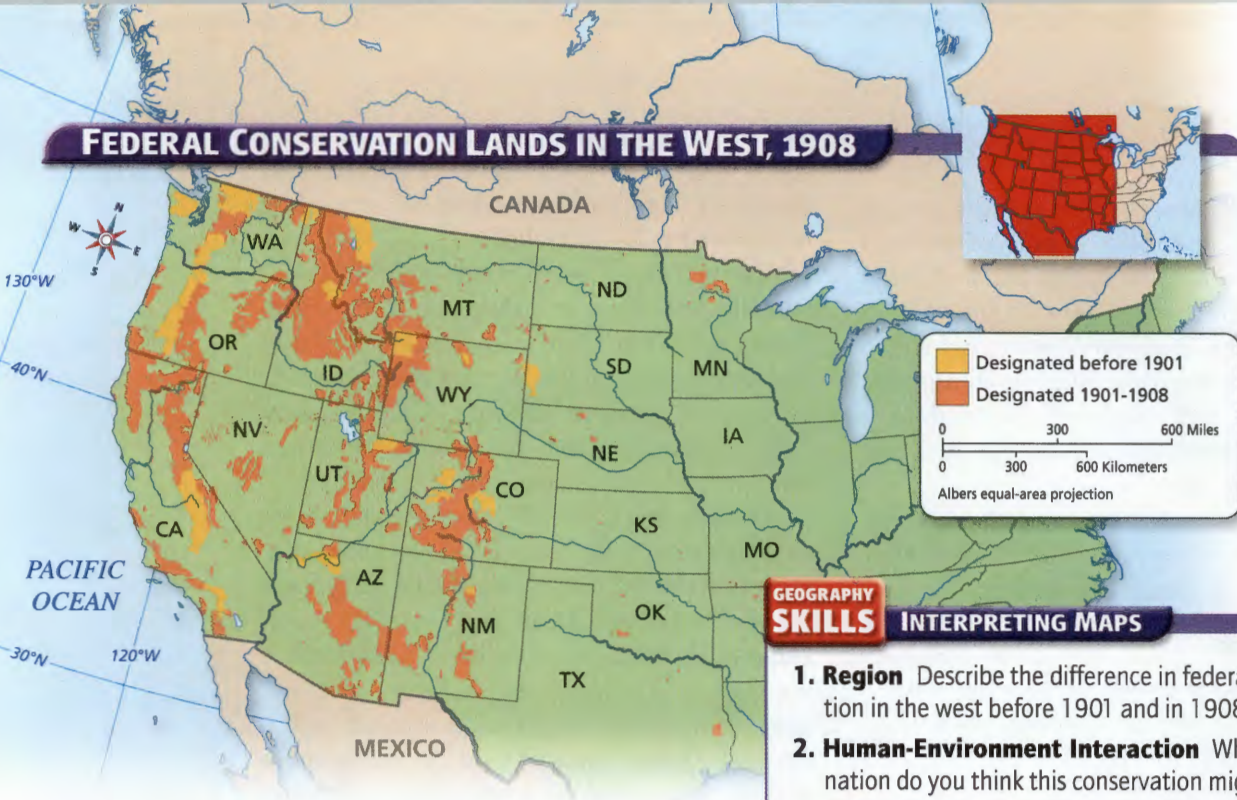
In the Yellowstone tradition, national parks have been created in many countries. Meanwhile, debate continues over how to both save and use public lands.

Making Generalizations Why do some national parks preserve cultural elements as well as natural ones?



Visitors enjoy the wonders of Colorado's Mesa Verde National Park.

FEDERAL CONSERVATION LANDS IN THE WEST, 1908



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Region** Describe the difference in federal land conservation in the west before 1901 and in 1908.
- 2. Human-Environment Interaction** What effect on the nation do you think this conservation might have?

See **Skills Handbook**, p. H20

Another conservationist, **Gifford Pinchot** (PIN-shoh), shared Roosevelt's view. Pinchot first came up with the word *conservation* to describe the need to protect the country's natural environment. He wrote: "The conservation of natural resources is the key to the future. It is the key to the safety and prosperity of the American people." Pinchot believed scientific management of natural resources was crucial to sustaining them to serve the nation's needs.

In 1905 the Roosevelt administration established the U.S. Forest Service with Pinchot as

its chief. During Roosevelt's presidency, the Forest Service added nearly 150 million acres to the national forests, controlled their use, and regulated their harvest.

The Antiquities Act of 1906 led to the creation of 18 national monuments during Roosevelt's presidency. For many historians, environmental conservation is Roosevelt's greatest legacy.

READING CHECK

Contrasting How did Roosevelt's and Muir's views of natural resources differ?

SECTION 3 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SE7 HP6

HSS 11.2.1, 11.2.9

Reviewing Ideas, Terms, and People

- 1. a. Recall** How did Roosevelt use the **bully pulpit** to promote the **Square Deal**?
 - b. Evaluate** How was Roosevelt's response to the coal strike symbolic of his view of the presidency?
- 2. a. Describe** How did Roosevelt engage in trust-busting?
 - b. Draw Conclusions** Why did the food companies knowingly sell spoiled food?
 - c. Predict** What impact would Roosevelt's policies have on consumer protection in America?
- 3. a. Identify** Who was **Gifford Pinchot**?
 - b. Contrast** How did Roosevelt's view of natural resources differ from the policies of past presidents?

Critical Thinking

- 4. Summarizing** Copy the chart below and record major legislation regulating business during Roosevelt's presidency.

Law	Purpose

FOCUS ON WRITING

ELA W1.1, 1.3

- 5. Persuasive** As a consumer in 1906, write a letter to Congress supporting the Pure Food and Drug bill.

Taft and Wilson

BEFORE YOU READ

MAIN IDEA

Progressive reforms continued during the Taft and Wilson presidencies, focusing on business, banking, and women's suffrage.

READING FOCUS

1. How did Taft's approach to progressivism split the Republican Party?
2. What was Wilson's New Freedom reform plan?
3. How did women gain the right to vote in national elections?
4. How did progressivism affect African Americans?

KEY TERMS AND PEOPLE

William Howard Taft
Sixteenth Amendment
Hiram W. Johnson
Woodrow Wilson
New Freedom
Federal Reserve Act
Clayton Antitrust Act
Alice Paul
Nineteenth Amendment
Brownsville incident



HSS 11.2.9 Understand the effect of the Progressives (e.g., the Sixteenth Amendment).

HSS 11.5.4 Analyze the passage of the Nineteenth Amendment.

HSS 11.10.7 Analyze the women's rights movement and the passage of the Nineteenth Amendment.

THE INSIDE STORY

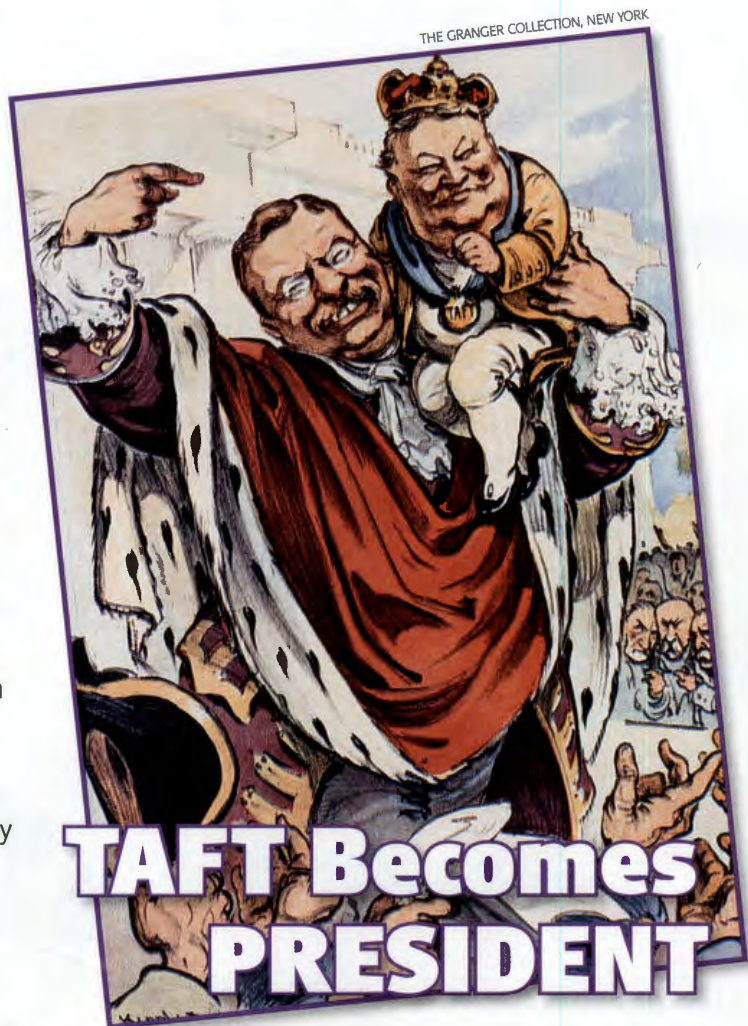
Can politics and friendship mix?

In 1904 Theodore Roosevelt told the country he would not seek re-election as president. He kept his word. Instead, when the 1908 election approached, Roosevelt put forth a successor: his friend and close adviser **William Howard Taft**.

The two men were very different. Roosevelt was an energetic crusader for reform. He held an expansive view of the president's powers and was not afraid to set new precedent. Taft was an easygoing, cautious lawyer with a more restrained view of the presidency. He expressed some discomfort at Roosevelt's activism, saying that Roosevelt "ought more often to have admitted the legal way of reaching the same ends." Still, he served the president loyally for four years as secretary of war and, though his main ambition was to become the chief justice of the Supreme Court, he agreed to run.

Taft didn't enjoy the campaign. He called it "one of the most uncomfortable four months of my life." But he pledged loyalty to the Roosevelt program, and with the president's strong backing he won the 1908 election. In March of 1909 the reluctant candidate found himself living in the White House.

Roosevelt soon regretted his decision. He believed that Taft departed from Progressive ideals on tariffs and the environment. Roosevelt charged that Taft "completely twisted around the policies I advocated." The onetime friends were to become bitter foes. ■



▲ Roosevelt crowns his successor, believing Taft will carry on his work.

Progressivism under Taft

In the election of 1908, Taft faced three-time Democratic candidate William Jennings Bryan. The Democrats lost the election by a wide margin in the electoral college and by nearly 1.27 million popular votes.

A cautious man, President Taft worked to secure Roosevelt's progressive reforms rather than to build upon them. Still, he supported several reforms, such as creating a Department of Labor to enforce labor laws and increasing national forest reserves.

The Taft administration also is credited with passage of the **Sixteenth Amendment**. Introduced during the Taft years but ratified in 1913 after Taft left office, the Sixteenth Amendment granted Congress the power to levy taxes based on an individual's income. Progressives had supported a nationwide income tax as a way to pay for government programs more fairly.

Despite these reforms, President Taft lost the support of most Progressive Republicans.

The trouble began early, in April 1909, with the passage of a bill on tariffs, or taxes charged on imports or exports.

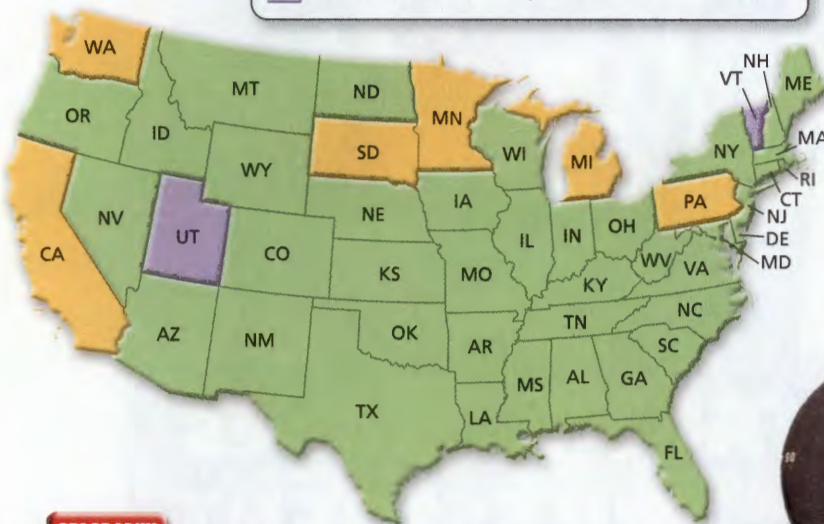
The House had passed a version of the bill, which lowered tariffs on imported goods. When the bill went to the Senate, though, Senator Nelson Aldrich of Rhode Island and others added so many amendments that it became a high-tariff bill. Nevertheless, Taft signed the Payne-Aldrich Tariff into law. Progressives were outraged because they saw tariff reduction as a key step in lowering the prices of consumer goods.

Taft also alienated Progressive supporters of conservation. His secretary of the interior, Richard Ballinger, was accused of impeding a government fraud investigation of public coal-land deals in Alaska. When Gifford Pinchot, head of the U.S. Forest Service, charged Ballinger with sabotaging conservation efforts, Taft fired Pinchot.

Progressives believed that the Ballinger-Pinchot affair showed Taft's lack of commitment to conservation. Theodore Roosevelt, who had put forth Taft for the presidency, refused to support Taft after the Ballinger-Pinchot affair.

THE ELECTION OF 1912

Candidate	Political Affiliation	Electoral Votes	Popular Votes
Woodrow Wilson	Democratic	435	6,293,454
Theodore Roosevelt	Progressive	88	4,119,538
William Howard Taft	Republican	8	3,484,980



Split in the Republican Party In the 1910 congressional elections, Roosevelt campaigned for Progressive Republicans who opposed Taft. Roosevelt proposed a program called New Nationalism, a set of laws to protect workers, ensure public health, and regulate business.

Some reformers saw the New Nationalism as a revival of the progressive spirit. Roosevelt's help on the campaign trail was not enough to ensure a Republican victory, though. Republicans lost control of the House of Representatives for the first time in 16 years.

GEOGRAPHY SKILLS

INTERPRETING MAPS

Taft made the poorest showing of any president seeking reelection. Wilson won with only about 42 percent of the popular vote.

Region In comparison, how did Wilson fare in the electoral vote?

See **Skills Handbook**, p. H21



By the presidential election of 1912, the Republican Party was badly fractured. Many Republicans continued to support Taft. When the Republican Party nominated Taft as its presidential candidate, the more Progressive Republicans broke away to form the new Progressive (“Bull Moose”) Party. Theodore Roosevelt led the ticket, and the popular governor of California, **Hiram W. Johnson**, was their candidate for vice president.

With the Republicans split between Taft and Roosevelt, Democrat **Woodrow Wilson** glided to victory. Wilson received 435 electoral votes, while Roosevelt received 88 and Taft received 8. Socialist candidate Eugene V. Debs won more than 900,000 popular votes but no electoral votes.

READING CHECK **Identifying Cause and Effect** What effect did the split in the Republican Party have on the election of 1912?

Wilson’s New Freedom

Wilson came to office with a reputation as a zealous reformer. As governor of New Jersey, he had fought political machines, approved a law permitting direct primaries, and enacted a program to compensate injured workers. During the campaign, he proposed an ambitious plan of reform that he called the **New Freedom**. The New Freedom platform called for tariff reductions, banking reform, and stronger antitrust legislation—causes dear to the hearts of Progressives.

Tariff reduction Wilson’s first priority as president was to lower tariffs. Wilson waged a tireless campaign to persuade Congress. He even appeared at a joint session of Congress, the first president since John Adams to do so. In October 1913 Congress passed the Underwood Tariff Act. This law reduced tariffs to their lowest levels in more than 50 years.

Tariff reduction meant that the government had less income, however. How would the nation make up the shortfall?

The answer was an income tax. The Underwood Tariff Act also introduced a graduated income tax, which would assess people at different rates according to their income levels. Wealthier people would pay more; poorer people would pay less.

Banking reform President Wilson’s next target for reform was the banking system. Historically bank failures had been common. Banks collapsed when too many people withdrew their deposits at the same time. What could be done to keep the banks’ doors open, while still allowing people to withdraw their money when they wanted to?

The answer was the **Federal Reserve Act**. This law, passed in 1913, created a central fund from which banks could borrow to prevent collapse during a financial panic.

The Federal Reserve Act created a three-tier banking system. At the top was the Federal Reserve Board, a group of officials appointed by the president and charged with running the system. On the second level were 12 Federal Reserve banks, which served other banks rather than individuals. On the third level were the private banks, which could borrow from the Federal Reserve banks as they needed to. The Federal Reserve Act put the nation’s banking system under the supervision of the federal government for the first time.

Stronger antitrust laws Congress had passed the Sherman Antitrust Act in 1890 to limit the power of monopolies. But lax enforcement and loopholes in the law allowed a number of unfair business practices to persist.

At President Wilson’s urging, Congress passed the **Clayton Antitrust Act**, which clarified and extended the Sherman Antitrust Act. Passed in 1914, the Clayton Antitrust Act prohibited companies from buying the stock of competing companies in order to form a monopoly. The law also supported workers by making strikes, boycotts, and peaceful picketing legal for the first time.

In another effort to make business fairer, Wilson supported the creation of the Federal Trade Commission (FTC) by Congress in 1915. The FTC enforced antitrust laws and got tough on companies that used deceptive advertising. It also had the power to undertake special investigations of businesses. Progressives were displeased, however, when Wilson appointed to the commission a number of people who were sympathetic to business.

READING CHECK **Identifying Problems and Solutions** What were the three major areas of reform in Wilson’s New Freedom?

How to Win the Vote

Alice Paul believed that picketing, imprisonment, and hunger strikes would win suffrage.

“Every day that the Government sends women to prison for holding harmless banners . . . makes the position of the Government more indefensible and therefore strengthens our position.”

Alice Paul,
1917



Suffragist Carrie Chapman Catt believed that women had to work with lawmakers to win the vote.

“When thirty-six state associations . . . [agree] to get the Amendment submitted by Congress and ratified by their respective state legislatures; when they live up to their compact by running a red-hot, never ceasing campaign . . . we can get the Amendment through.”

Carrie Chapman Catt,
1916

Skills
FOCUS

READING LIKE A HISTORIAN

Identifying Points of View Summarize each woman's approach to the struggle for voting rights. See **Skills Handbook**, p. H28–H29

Women Gain the Vote

The struggle for women's suffrage took some dramatic turns during Wilson's time in office, highlighted by a split in the ranks of suffrage supporters over the best way to win the vote. The National American Woman Suffrage Association (NAWSA) favored a state-by-state approach. But by 1901 just four western states had given women full voting rights.

Frustrated by this slow progress, in 1913 two activists, **Alice Paul** and Lucy Burns, broke away from NAWSA and formed the Congressional Union for Woman Suffrage. Renamed the National Woman's Party (NWP) in 1916, the group focused on passage of a federal constitutional amendment for women's suffrage. Paul and Burns used new tactics learned from the British suffrage movement. The NWP members picketed the White House in January 1917, chaining themselves to the railings. Many were arrested. Some went on hunger strikes in prison. The dramatic efforts of the NWP protesters brought renewed attention to the suffrage cause.

Meanwhile, the state-by-state approach was gaining momentum. In 1915 Massachusetts, New Jersey, New York, and Pennsylvania held special referendums on women's suffrage. The motions were all defeated, but NAWSA's membership grew to nearly 2 million.

Under the energetic leadership of Carrie Chapman Catt, NAWSA launched a new strategy in 1916 to campaign for suffrage on both the state and federal levels. When the United States entered World War I in 1917, leaders of the movement—along with millions of American women—lent strong support to the war effort. Women's patriotism helped weaken opposition to suffrage.

The work of suffragists convinced members of the House and Senate to support a constitutional amendment. Even President Wilson lent his support, in a speech in 1918. Proposed by Congress in 1919 and ratified in 1920, the **Nineteenth Amendment** finally gave women full voting rights.

READING CHECK

Contrasting Explain how the tactics used by NAWSA and the NWP differed.

Progressivism and the Rights of African Americans

The Progressive movement achieved some remarkable successes. But progressive efforts at reform had limits, particularly when it came to securing the rights of African Americans.

Theodore Roosevelt compiled a mixed record concerning the treatment of African Americans. In 1901 he invited Booker T. Washington to the White House, becoming the first U.S. president to entertain an African American as a dinner guest there. Roosevelt also refused to bow to pressure to withdraw his appointment of an African American collector of tariffs in South Carolina.

HISTORY'S VOICES

“I cannot consent to take the position that the doorway of hope—the door of opportunity—is to be shut upon any man, no matter how worthy, purely upon the grounds of race or color. Such an attitude would, according to my contentions, be fundamentally wrong.”

—Theodore Roosevelt

However, Roosevelt’s reaction to an event in 1906 in Brownsville, Texas, disappointed African Americans. Twelve members of the African American 25th Infantry were accused of going on a shooting spree in town. The members of the 25th were told that if no one accepted

responsibility, they would all be dishonorably discharged. None came forward. Roosevelt signed the papers discharging 167 African American soldiers, denying them all back pay and canceling their pensions. Years later, the truth came out that the soldiers involved in the **Brownsville incident** had been falsely accused. It wasn’t until 1972 that their records were corrected to read “honorable discharge.”

President Woodrow Wilson had a worse record on civil rights. He opposed a federal anti-lynching law and maintained that the matter should be dealt with at the state level. He also allowed cabinet members to segregate their offices, which had been desegregated since Reconstruction. In addition, during Wilson’s administration, Congress passed a law making it a felony for blacks and whites to marry in the District of Columbia.

The outbreak of World War I in Europe in 1914 brought an end to the Progressive Era. As the United States edged closer to war, reformers found that Americans were more interested in the war and less eager to devote their energies to the reform movement. World War I, not progressivism, dominated President Wilson’s second term in office.

READING CHECK Drawing Conclusions

How would you characterize Roosevelt’s and Wilson’s records in regard to African Americans’ rights?

SECTION 4 ASSESSMENT

go.hrw.com
Online Quiz

Keyword: SE7 HP6

HSS 11.2.9, 11.5.4, 11.10.7

Reviewing Ideas, Terms, and People

- Identify** What was the **Sixteenth Amendment**?
 - Explain** What did Progressives like and not like about Taft?
 - Evaluate** Do you think Roosevelt should have run for a third term, run as the Bull Moose candidate, or not run again?
- Recall** What was the **New Freedom**?
 - Compare** How did the **Clayton Antitrust Act** expand on the Sherman Antitrust Act?
 - Predict** How might the Federal Reserve Act protect the nation in the future?
- Identify** What was the **Nineteenth Amendment**?
 - Elaborate** How did the tactics of both NAWSA and the NWP succeed?
- Recall** What was the **Brownsville incident**?
 - Make Inferences** What do you suppose Wilson’s reasons were for not supporting an anti-lynching law?

Critical Thinking

- Analyzing Information** Copy the chart below and record examples of the major elements of Wilson’s New Freedom.

Wilson’s New Freedom		
Tariff reduction	Banking reform	Antitrust legislation

FOCUS ON SPEAKING ELA W1.1; LS2.0

- Persuasive** In 1913 Congress debated the bill that would become the Underwood Tariff Act. Suppose you are a member of Congress. Write a short speech in which you support or oppose a graduated income tax. Provide specific examples to support your argument.

Impact of Progressivism



HSS 11.2.1, 11.2.9

Historical Context The documents below provide different types of information about the muckrakers, turn-of-the-century journalists and activists who publicized corruption and urban problems.

Task Examine the documents and answer the questions that follow. Then you will be asked to write an essay about the goals of muckrakers, using facts from the documents and from the chapter to support the position you take in your thesis statement.

DOCUMENT 1

The muckrakers got their nickname from a tool used to scrape up sewage and other unwanted garbage. The cartoon below reflects President Theodore Roosevelt's investigation into unsanitary conditions in meat packing plants. The investigation was sparked by muckraker Upton Sinclair's book *The Jungle*.



A NAUSEATING JOB, BUT IT MUST BE DONE

(President Roosevelt takes hold of the investigating muck-rake himself in the packing-house scandal.)

DOCUMENT 2

One leading muckraker was Lincoln Steffens, who wrote several articles on city corruption between 1902 and 1904. He published the collection as a book titled *The Shame of the Cities*. In this introduction to the book, he reflects on the central problem that faced all of the cities he studied.

"[P]olitics is business. That's what's the matter with it . . . But there is hope, not alone despair, in the commercialism of our politics. If our political leaders are to be always a lot of political merchants, they will supply any demand we may create. All we have to do is to establish a steady demand for good government . . . If we would leave parties to the politicians, and would vote not for the party, not even for men, but for the city, and the State, and the nation, we should rule parties, and cities, and States, and nation. If we would vote in mass on the more promising ticket, or, if the two are equally bad, would throw out the party that is in, and wait till the next election and then throw out the other party that is in—then, I say, the commercial politician would feel a demand for good government and he would supply it. That process would take a generation or more to complete, for the politicians now really do not know what good government is. But it has taken as long to develop bad government, and the politicians know what that is. If it would not 'go,' they would offer something else, and, if the demand were steady, they, being so commercial, would 'deliver the goods.'"

Skills FOCUS

HSS Analysis HR4, HI1, HI4

READING LIKE A HISTORIAN

- Describe** Look at the political cartoon in Document 1. Describe what is going on.
 - Interpret** Do you think the artist sees the work of muckrakers as positive or negative? Explain.
- Compare** Refer to Document 2. To what does Steffens compare politics?
 - Interpret** Steffens blames the public for urban problems. Why?
 - Evaluate** Would Steffens's reform work? Explain.
- Recall** Refer to Document 3. What kinds of work do the boys do?

DOCUMENT 3

Florence Kelley was a social worker and lawyer who published numerous studies on urban problems. The following is from a study she conducted with Alzina P. Stevens on child labor in Chicago. It led to the first Illinois laws limiting work hours for women and children.

"The Ewing Street Italian colony furnishes a large contingent to the army of bootblacks and newsboys; lads who leave home at 2:30 A.M. to secure the first edition of the morning paper, selling each edition as it appears, and filling the intervals with blacking boots and tossing pennies, until, in the winter half of the year, they gather in the Polk Street Night-School, to doze in the warmth, or torture the teacher with the gamin [street kid] tricks acquired by day. For them, school is "a lark," or a peaceful retreat from parental beatings and shrieking juniors at home during the bitter nights of the Chicago winter.

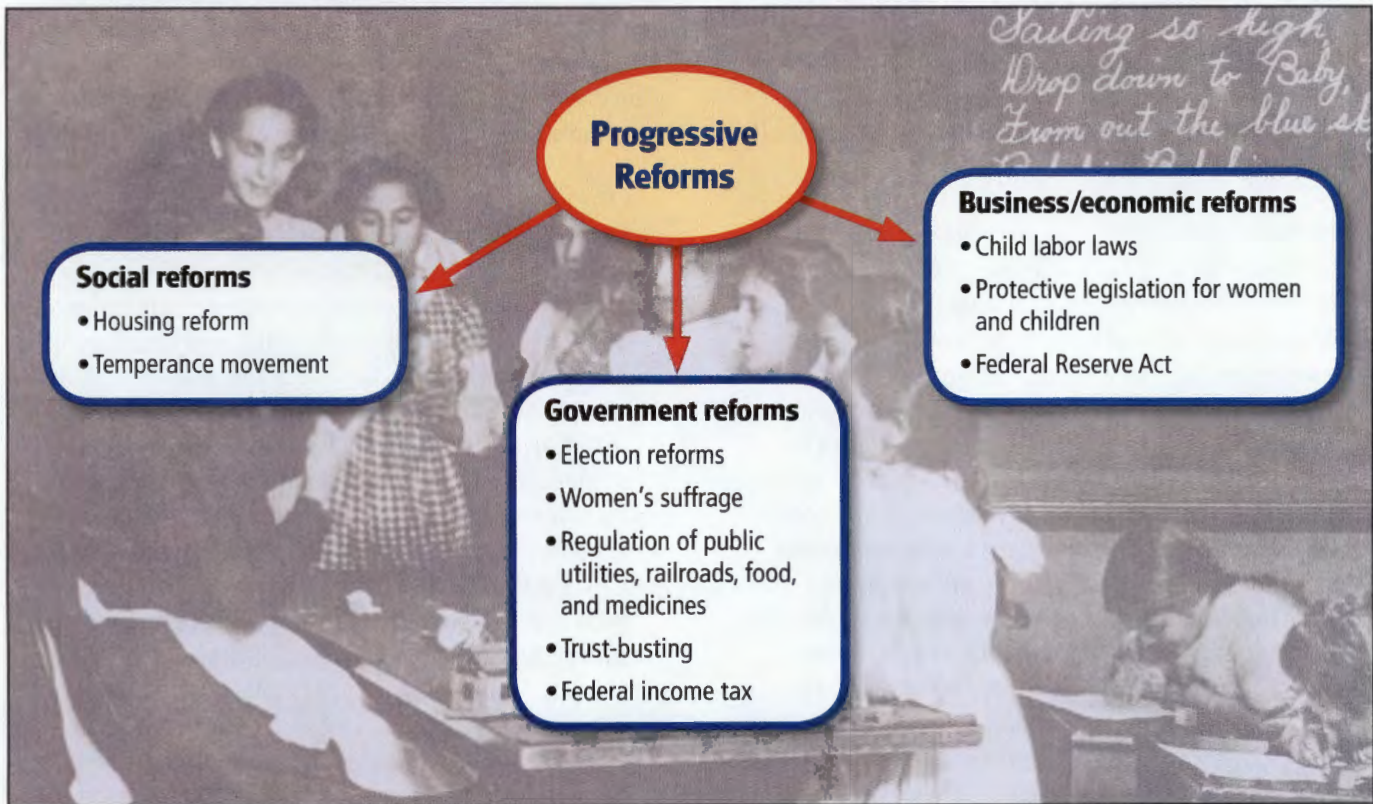
There is no body of self-supporting children more in need of effective care than these newsboys and bootblacks. They are ill-fed, ill-housed, ill-clothed, illiterate, and wholly untrained and unfitted for any occupation. The only useful thing they learn at their work in common with the children who learn in school, is the rapid calculation of small sums in making change; and this does not go far enough to be of any practical value."

b. Analyze Why do you think the boys see no importance in going to school?

- Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, and 3, create an outline and write a short essay supporting your position.
How did muckrakers change government and society?

See **Skills Handbook**, p. H28–H29, H31–H33

Visual Summary: The Progressives



Reviewing Key Terms and People

Match each lettered definition with the correct numbered item.

- A law that gave American women the right to vote
- A reform that gives voters the power to put a proposed law on the ballot for public approval
- A law that allowed Congress to levy taxes based on an individual's income
- A law giving voters power to elect senators directly
- A law that banned the manufacture and sale of alcoholic beverages in the United States
- A women's organization that fought poverty, segregation, lynchings, and Jim Crow laws
- Theodore Roosevelt's plan to balance the needs of workers, business, and consumers fairly
- A law that created a central fund from which banks could borrow to prevent collapse
- A women's suffrage group that favored a state-by-state approach

- Eighteenth Amendment
- Federal Reserve Act
- initiative
- National Association of Colored Women
- National American Woman Suffrage Association
- Sixteenth Amendment
- Seventeenth Amendment
- Nineteenth Amendment
- Square Deal

Review the video to answer the closing question:
What impact have labor laws had on American workers and industries?



Comprehension and Critical Thinking

SECTION 1 (pp. 170–175) HSS 11.2.9

- 12. a. Analyze** How did the commission plan make city government more effective?
- b. Evaluate** Why do you think that the city manager plan of government eventually became more popular than the commission plan?

SECTION 2 (pp. 177–182) HSS 11.10.7

- 13. a. Recall** What strategy did major women's suffrage organizations use to campaign for the vote?
- b. Draw Conclusions** How did the Supreme Court influence the decision to use this strategy?
- c. Evaluate** What were some possible advantages and disadvantages of adopting this strategy?

SECTION 3 (pp. 183–188) HSS 11.2.9

- 14. a. Define** What was the Elkins Act?
- b. Analyze** Why did the U.S. attorney general sue the Northern Securities Company?
- c. Elaborate** Why do you think that regulating the railroads was such a high priority for Roosevelt?

SECTION 4 (pp. 189–193) HSS 11.2.9, 11.5.4, 11.10.7

- 15. a. Identify** What were the three main reforms called for in the New Freedom?
- b. Make Inferences** How did all of those reforms relate to business in the United States?
- c. Evaluate** Why would the president be so concerned about business practices?

Using the Internet

- 16.** Upton Sinclair's novel

The Jungle had a powerful effect on readers, including President Roosevelt. Using the keyword above, research Roosevelt's reaction to the novel. Then write a paragraph explaining how the novel moved Roosevelt to act.

go.hrw.com

Practice Online

Keyword: SE7 CH6

Analyzing HSS HR.4 Primary Sources

Reading Like a Historian

This political cartoon shows President Theodore Roosevelt's support for William Howard Taft as his successor.



- 17. Describe** What relationship does the cartoon show?
- 18. Analyze** Do you think the cartoonist supports Roosevelt's action?

Critical Reading ELA R.3.8

Read the passage in Section 4 that begins with the heading "Women Gain the Vote." Then answer the question that follows.

- 19.** How did Alice Paul and Lucy Burns change the American women's suffrage movement?
- A** Their decision to adopt a state-by-state approach split the main suffrage organization.
- B** Their support of NAWSA led to success.
- C** Their use of tactics from the British movement focused new attention on the suffragists' cause.
- D** Their attention-getting tactics turned supporters away from the women's suffrage movement.

WRITING FOR THE SAT

ELA W1.1

Think about the following issue:

Roosevelt believed in achieving a balance between conservation and management of the nation's wilderness areas. He thought that some land should be kept in its natural state and some should be used to meet the nation's needs.

- 20. Assignment** Do you agree with Roosevelt's beliefs about the proper use of the nation's wilderness areas? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading and studies.