



# Political Reform and the Progressive Era

## 1870–1920

### Chapter Preview

Although a few reform measures had been passed in the late 1800s, serious problems remained. Political corruption was common, and many Americans continued to face inequality. A period of reform known as the Progressive Era took shape as reformers worked to improve government and society.

#### Section 1



14D.G.4, 16A.G.3,  
16C.G.1, 16C.H.3,  
16C.H.5

#### The Gilded Age and Progressive Reform

Pages 644–648



#### What You Will Learn

Reformers known as Progressives tried to end government corruption and limit the influence of big business.

#### Section 2



15A.H.3, 15A.H.4,  
15E.G.1, 15E.H.3,  
16E.G.1, 18A.H.6

#### The Progressive Presidents

Pages 649–653

Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson backed Progressive reforms.

#### Section 3



14C.H.4, 14C.H.5,  
16D.H.1, 16D.H.3

#### The Rights of Women

Pages 656–659

After decades of effort, women finally won the right to vote.

#### Section 4



14F.G.1, 14F.H.2,  
16D.G.4, 18C.H.1

#### Struggles for Justice

Pages 660–665

African Americans, Mexican Americans, Asian Americans, and religious minorities all faced challenges.



#### U.S. Events

1865

**1874**  
Opponents of alcohol use form Woman's Christian Temperance Union.

1880

**1883**  
Civil service begins system of tests for government jobs.

**1890**

Sherman Antitrust Act is passed.

1895



#### World Events

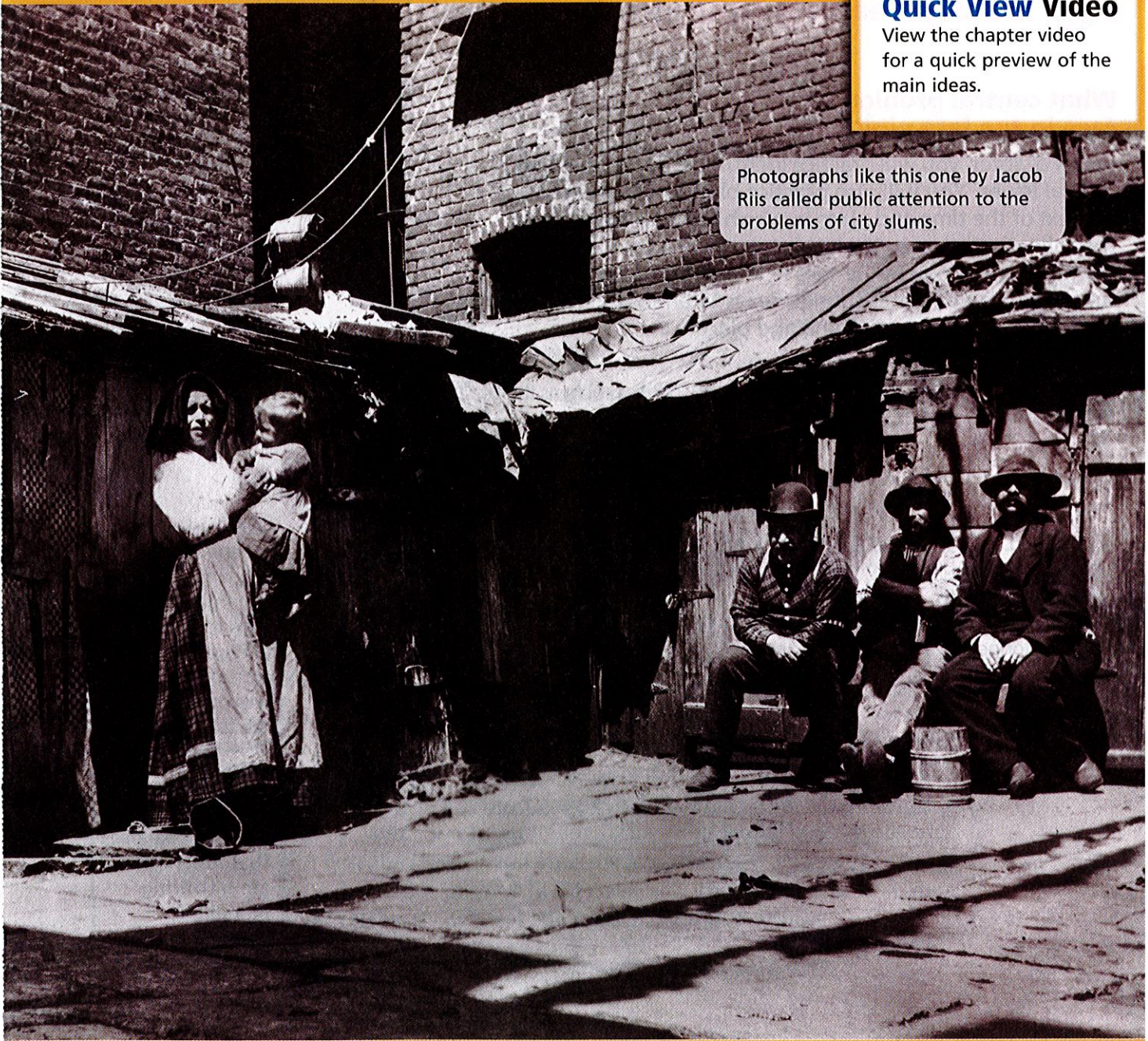
**1800s** Pogroms against Russian Jews increase.

**1893** New Zealand is first nation to give women the vote.

**Quick View Video**

View the chapter video for a quick preview of the main ideas.

Photographs like this one by Jacob Riis called public attention to the problems of city slums.



**1901**

Theodore Roosevelt becomes President.

**1909**

Reformers found NAACP to promote rights of African Americans.

**1920**

19th Amendment guarantees women right to vote.

**1895**

**1905** Japanese navy wins victory in war with Russia.

**1910**

**1910** Revolution breaks out in Mexico.

**1925**



## History Reading Skill Identify and Explain Central Issues

### What central problems and issues did America face in the late nineteenth century?



18A.H.6, 18B.G.5, 18C.G.3

In this chapter, you will practice identifying and explaining central issues. You will also practice placing events in the context of the time and place in which they occurred. Read the following essay by Walt Whitman, in which he identifies the problems he sees in late nineteenth-century America. The side notes suggest ways to analyze central issues and orient them in time and place.

#### Primary Source

Here, Whitman outlines some specific problems that he believes industrialization is causing, for example, business and government corruption.

To find a problem, identify the main idea: People no longer hold honest beliefs.

I say we had best look our times and lands searchingly in the face, like a physician diagnosing some deep disease. . . . Genuine belief seems to have left us. The underlying principles of the States are not honestly believed in nor is humanity itself believed in. What penetrating eye does not see through the mask?

We live in an atmosphere of hypocrisy throughout. . . . The depravity of the businesses classes of our country is not less than has been supposed, but infinitely greater. The official services of America, national, state, and municipal, . . . are deep in corruption, bribery, and falsehood.

I say that our New World democracy, however great a success in uplifting the masses and in developing products, is, so far, an almost complete failure in its social, religious, moral, [and] literary . . . results. It is as if we were somehow being endowed with more and more body, and left with little or no soul.

—Walt Whitman, *Democratic Vistas in Complete Prose*

Orient events in the larger context: Whitman refers here to business and government corruption that was common in the late 1800s.

Reword text to explain problems: Whitman believes that Americans are sacrificing morality for material gain.

### Identify and Explain Central Issues

- Look for important issues and problems of a historical period. What concerned people of the time?
- Restate problems to understand and explain them.
- Place the problems and issues in the context of other historical events you know about, such as westward expansion.

### Document-Based Questions

1. What problems does Whitman see in business and government?
2. What is his opinion of democracy?
3. What do you think Whitman means by “the underlying principles of the States”?

## Vocabulary Builder

### Previewing High-Use Academic Words

High-Use Word	Definition	Sample History Sentence
<b>enrich</b> (ehn RIHCH) (Section 1, p. 644)	<b>v.</b> to make wealthy; to increase in quality or wealth	Industrial expansion after the Civil War <u>enriched</u> business leaders.
<b>exert</b> (ehks ZERT) (Section 1, p. 645)	<b>v.</b> to use; to put into action	Temperance leaders tried to <u>exert</u> pressure on lawmakers to ban alcohol.
<b>efficient</b> (ee FISH ehnt) (Section 2, p. 650)	<b>adj.</b> done in a way that minimizes waste and gets better results	During the Industrial Revolution, new machines and new sources of power made manufacturing more <u>efficient</u> .
<b>rigid</b> (RIH jihd) (Section 2, p. 653)	<b>adj.</b> strict; not easily bent or changed	When it came to women's rights, Susan B. Anthony was <u>rigid</u> and refused to compromise.
<b>devise</b> (dee vīz) (Section 3, p. 657)	<b>v.</b> to carefully think out; to invent	John D. Rockefeller <u>devised</u> a way to gain a monopoly on the oil business.
<b>commit</b> (kah MIHT) (Section 3, p. 658)	<b>v.</b> to make a pledge or promise	Some women <u>committed</u> themselves to ending child labor.
<b>submit</b> (sahb MIHT) (Section 4, p. 661)	<b>v.</b> to yield; to give up power or control	The reformer argued that people should not <u>submit</u> to injustice.
<b>crisis</b> (KRī sihs) (Section 4, p. 664)	<b>n.</b> turning point; situation involving great risk	The Civil War was the greatest <u>crisis</u> in American history.



Woodrow Wilson

### Previewing Key Terms and People

civil service, p. 645

primary, p. 646

recall, p. 647

initiative, p. 647

referendum, p. 647

graduated income tax, p. 647

muckraker, p. 648

Theodore Roosevelt, p. 649

trustbuster, p. 650

conservation, p. 651

national park, p. 651

William Howard Taft, p. 652

Woodrow Wilson, p. 652

Carrie Chapman Catt, p. 657

suffragist, p. 657

Alice Paul, p. 658

Frances Willard, p. 659

prohibition, p. 659

Booker T. Washington, p. 660

W.E.B. Du Bois, p. 661

lynching, p. 661

parochial school, p. 665

anti-Semitism, p. 665



# The Gilded Age and Progressive Reform



## Learning Standards

- **14D.G.4** Communication methods used to inform the public
- **16A.G.3** Visual aids describing life in a specific period
- **16C.G.1** Major periods in U.S. economic history
- **16C.H.3** Entrepreneurs tried to limit competition and maximize profits
- **16C.H.5** The rise of organized labor: 1865–1914

## Prepare to Read



## Reading Skill

**Place Events in a Matrix of Time and Place** As you read this textbook, notice that chapters often cover overlapping time periods. History is complex and involves many continuing issues. To gain a better understanding of a period, place events from one chapter in the context of other events from the same time period. Think back to other chapters and to your own knowledge for these connections.

## Vocabulary Builder

### High-Use Words

enrich, p. 644

exert, p. 645

### Key Terms

civil service, p. 645

primary, p. 646

recall, p. 647

initiative, p. 647

referendum, p. 647

graduated income tax, p. 647

muckraker, p. 648

## Main Idea

Many Americans sought to fight corruption by ending the spoils system and controlling big business.

## Vocabulary Builder

**enrich** (ehn RIHCH) *v.* to make wealthy; to increase in quality or wealth



**Background Knowledge** As you have read, by the late 1800s giant corporations controlled much of American business. In this section, you will learn why many Americans began to demand that the government control the power of these huge trusts and monopolies.

## Reform in the Gilded Age

The period after the Civil War came to be known as the Gilded Age. *Gilded* means “coated with a thin layer of gold paint.” It suggests falseness beneath surface glitter. Some Americans worried that the glitter of American society was hiding serious problems. The Gilded Age lasted from the 1870s through the 1890s.

Two concerns shaped politics during the Gilded Age. Many Americans feared that industrialists and other wealthy men were enriching themselves at the expense of the public. The other worry was corruption, or dishonesty in government. Bribery and voter fraud appeared to be widespread.

**Taming the Spoils System** Critics said a key source of corruption was the spoils system, the practice of rewarding political supporters with government jobs. The spoils system had grown since the Age of Jackson. Whenever a new President took office, job seekers swarmed to Washington, demanding rewards for their political support.

In 1881, James Garfield became President. He was soon swamped with people seeking jobs. Four months later, Garfield was shot by a disappointed office seeker. He died two months later. The assassination sparked new efforts to end the spoils system.

Vice President Chester A. Arthur succeeded Garfield. Arthur, a New York politician, owed his own rise to the spoils system. Yet, he worked with Congress to reform how people got government jobs.

In 1883, Arthur signed the Pendleton Act. It created the Civil Service Commission. The **civil service** is a system that includes most government jobs, except elected positions, the judiciary, and the military. The aim of the Civil Service Commission was to fill jobs on the basis of merit. Jobs went to those with the highest scores on civil service examinations. At first, the Commission controlled only a few jobs. Over time, however, the civil service grew to include more jobs.

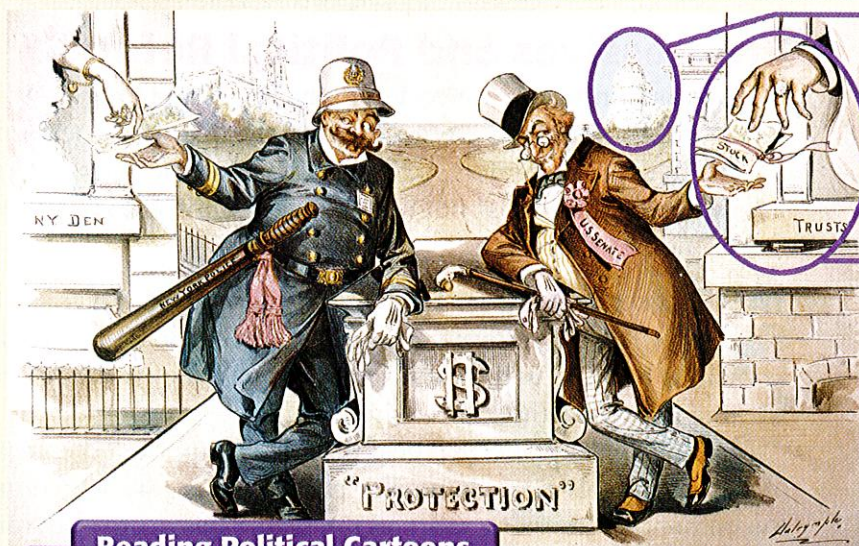
**Controlling Big Business** In the late 1800s, big business exerted a strong influence over politics. Railroad owners and industrialists bribed members of Congress in order to secure their votes. Outraged by such actions, many Americans demanded that something be done to limit the power of railroads and monopolies.

Under the Constitution, the federal government has the power to regulate interstate commerce, or trade that crosses state lines. In 1887, President Grover Cleveland signed the Interstate Commerce Act. It forbade practices such as rebates. It also set up the Interstate Commerce Commission to oversee railroads.

### Vocabulary Builder

**exert** (ehks ZERT) v. to use; to put into action

## The Problem of Corruption



The Capitol building is where Congress meets.

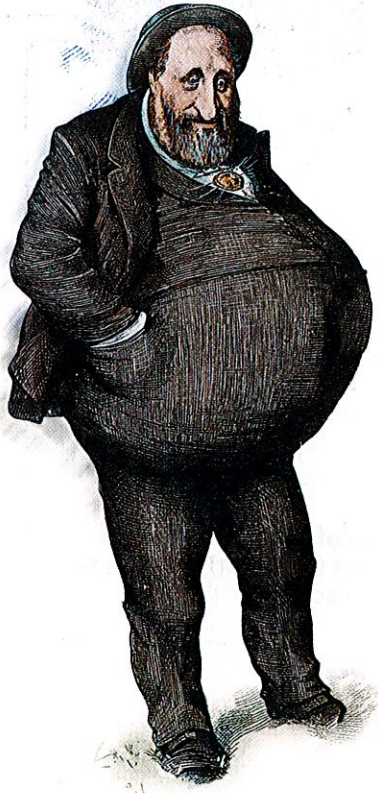
This hand is coming out of a window labeled "Trusts."

### Reading Political Cartoons

#### Skills Activity

In many cities, illegal businesses often paid "protection" to police in order to avoid arrest. This 1894 cartoon compares this practice to corruption in the federal government.

- (a) **Interpret Cartoons** Who is the man on the right? What is he getting from the man in the window?
- (b) **Draw Inferences** What do you think the giver expects in return?



Thomas Nast cartoon of Boss Tweed

### Main Idea

Political reformers called Progressives worked to give more power to voters and expose social problems.

President Benjamin Harrison signed the Sherman Antitrust Act in 1890. It prohibited businesses from trying to limit or destroy competition. The law sounded tough but proved difficult to enforce. Judges sympathetic to business ruled in favor of trusts. Instead of regulating trusts, the Sherman Act was used to limit the power of labor unions. The courts said strikes blocked free trade and thus threatened competition.

**Corruption in the Cities** Corruption was a particularly serious problem in city governments. As cities grew, they needed to expand services such as sewers, garbage collection, and roads. Often, politicians accepted money to award these jobs to friends. As a result, corruption became a way of life.

In many cities, powerful politicians called bosses controlled work done locally and demanded payoffs from businesses. City bosses were popular with the poor, especially immigrants. The bosses handed out turkeys at Thanksgiving and extra coal in winter. Often, they provided jobs. In return, the poor voted for the boss or his chosen candidate.

William Tweed, commonly known as Boss Tweed, carried corruption to new extremes. During the 1860s and 1870s, he cheated New York City out of more than \$100 million. Journalists exposed Tweed's crimes. Cartoonist Thomas Nast pictured Tweed as a greedy giant and as a vulture feeding on the city. Faced with prison, Tweed fled to Spain. There, local police arrested him when they recognized him from Nast's cartoons. Still, when Tweed died in jail in 1878, thousands of poor New Yorkers mourned for him.

 **Checkpoint** How did the civil service system limit corruption?

## Progressives and Political Reform

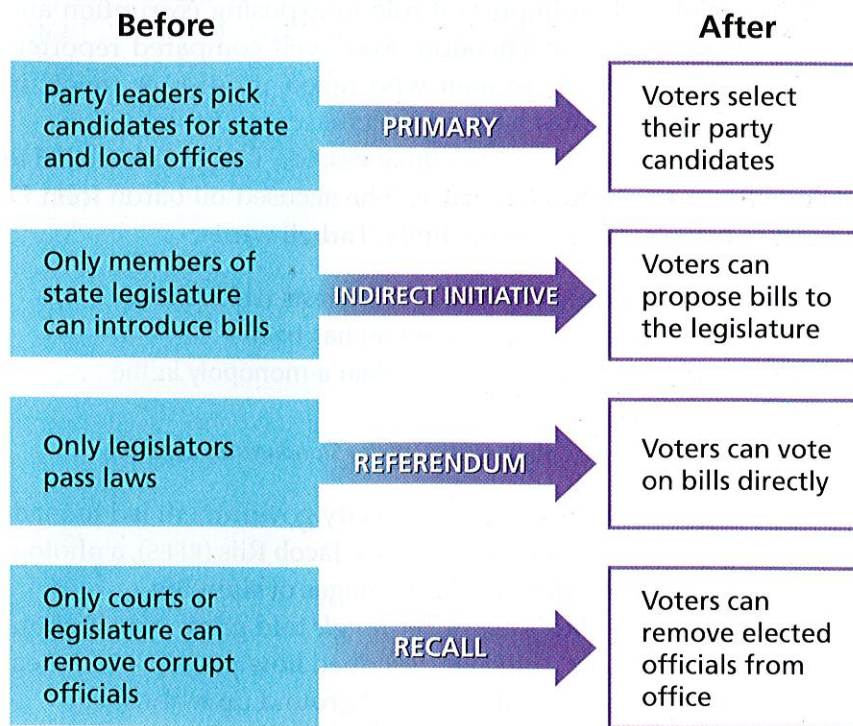
Opposition to corruption led to the rise of the Progressive movement. The Progressives were a diverse group of reformers united by a belief in the public interest, or the good of all the people. The public interest, they said, must not be sacrificed to the greed of a few huge trusts and city bosses.

**The Wisconsin Idea** Wisconsin was one of the first states to adopt Progressive reforms. Wisconsin governor Robert La Follette, known as Battling Bob, introduced various Progressive reforms that became known as the Wisconsin Idea.

La Follette opposed political bosses. He appointed commissions of experts to solve problems. For example, his railroad commission recommended lowering railroad rates. As rates decreased, rail traffic increased, which helped both railroad owners and customers.

Since the Age of Jackson, party leaders had picked candidates for local and state offices. In 1903, Wisconsin was the first state to adopt a primary run by state government officials. A **primary is an election in which voters, rather than party leaders, choose their party's candidate.** By 1917, all but four states had followed Wisconsin's lead.

## Progressive Political Reforms



### Reading Charts

#### Skills Activity

During the Progressive Era, reforms put more power in the hands of voters.

- Read a Chart** What was the recall? Which reform allowed voters to propose laws?
- Identify Benefits** What were the benefits of the primary system?
- Draw Conclusions** Which of these reforms would you say is most important? Why?

**More Power to Voters** Some states instituted reforms to put more power in the hands of voters. One such reform was the **recall**, a process by which people may vote to remove an elected official from office. The recall made it easier to get rid of corrupt officials.

Other reforms gave voters a direct say in the lawmaking process. The **initiative** is a process that allows voters to put a bill before a state legislature. In order to propose an initiative, voters must collect a certain number of signatures on a petition. The **referendum** is a way for people to vote directly on a proposed new law.

**Two Constitutional Amendments** Many Progressive reformers backed a **graduated income tax**, a method of taxation that taxes people at different rates depending on income. The wealthy pay taxes at a higher rate than the poor or the middle class. When the Supreme Court ruled that a federal income tax was unconstitutional, Progressives called for a constitutional amendment. The Sixteenth Amendment, which gave Congress the power to pass an income tax, was ratified in 1913.

Since 1789, United States senators had been elected by state legislatures. Powerful interest groups often bribed lawmakers to vote for certain candidates. Progressives wanted to end this abuse by having people vote for senators directly. The Seventeenth Amendment, ratified in 1913, required the direct election of senators.

**Checkpoint** What reforms put more power in the hands of voters?



### Place Events in a Matrix of Time and Place

In the 1890s, the Populists had also supported an income tax. How did the roots of Populism differ from the roots of Progressivism?

## Main Idea

By exposing corruption and other problems, journalists won public support for Progressive reform.

## The Muckrakers

The press played an important role in exposing corruption and other problems. President Theodore Roosevelt compared reporters who uncovered problems to men who raked up dirt, or muck, in stables. **Muckraker** became a term for a crusading journalist.

Some muckrakers targeted big business. Ida Tarbell's work led to demands for more controls on trusts. She accused oil baron John D. Rockefeller of unfair business methods. Tarbell wrote:


“Every great campaign against rival interests which the Standard Oil Company has carried on has been inaugurated . . . to build up and sustain a monopoly in the oil industry.”

—Ida M. Tarbell, *History of the Standard Oil Company*

Others described how corruption in city government led to inadequate fire, police, and sanitation services. Jacob Riis (REES), a photographer and writer, provided shocking images of slum life.

In 1906, Upton Sinclair's novel *The Jungle* told grisly details about the meatpacking industry. Sinclair described how packers used meat from sick animals and how rats often got ground up in the meat.

 **Checkpoint** How did muckrakers stir public opinion?

 **Looking Back and Ahead** The Progressive movement began at local and state levels. In the next section, you will see how three Presidents brought Progressive ideas into the White House.

## Section 1 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) Recall** How was the spoils system reformed during the Gilded Age?

**(b) Analyze Cause and Effect** What abuses do you think were occurring under the spoils system that made reform necessary?
- (a) Identify** Who were some of the principal muckrakers during the Progressive Era, and what did each try to do?

**(b) Link Past and Present** What impact do you think their efforts had on life in the United States today?

### Reading Skill

- Place Events in a Matrix of Time and Place** Ida Tarbell wrote muckraking articles about the Standard Oil Company. Why did she think this was necessary? How had Standard Oil's business practices changed American industry? Think back to the previous chapter to answer these questions.

### Vocabulary Builder

Answer the following questions in complete sentences that show your understanding of the key terms.

- Which jobs are **civil service** positions?

- What happens in a **primary** election?
- What did **muckrakers** try to do?
- What happens in a successful **referendum**?
- How are tax rates structured under the **graduated income tax**?

### Writing

- Write a statement supporting the work of the muckrakers. Then, write a statement opposing their work. For each statement, write one question to ask the muckrakers about their methods and their goals.



# The Progressive Presidents



## Learning Standards

- **15A.H.3** Economic interaction of households, businesses, and government
- **15A.H.4** Economic role of financial institutions
- **15E.G.1** Property, contracts, and competition laws/policies
- **15E.H.3** Costs/benefits of government economic policies
- **16E.G.1** Turning points in U.S. environmental history
- **18A.H.6** Cultural role of the humanities

## Prepare to Read



## Reading Skill

### Explain Issues From the Past

Every era in history has its issues—the ideas or problems that people think about, argue about, and put their energies into. As you read about history, explain these issues to yourself as a way of understanding what mattered to people of that time. Use headings and main ideas to help you identify and explain the issues.

## Vocabulary Builder

### High-Use Words

efficient, p. 650

rigid, p. 653

### Key Terms and People

**Theodore Roosevelt**, p. 649

**trustbuster**, p. 650

**conservation**, p. 651

**national park**, p. 651

**William Howard Taft**, p. 652

**Woodrow Wilson**, p. 652



**Background Knowledge** Although Progressives made many gains at the state and local levels, they had little success at the national level. William McKinley, who was elected President in 1896 and 1900, had the strong support of bankers and business leaders. Then, a shocking assassination thrust a Progressive into the presidency.

## The First Progressive President

On September 6, 1901, an unemployed anarchist stood nervously in line at the world's fair in Buffalo, New York. He was waiting to shake the hand of President William McKinley. When McKinley extended his hand, the assassin fired two shots into the President. McKinley died eight days later.

Vice President **Theodore Roosevelt** then became President. At age 42, he was the youngest President to take office. He was also a strong supporter of Progressive goals.

**Teddy Roosevelt** Teddy Roosevelt—or TR, as he was called—came from a wealthy New York family. As a child, he suffered from asthma and often was sick. To build his strength, he lifted weights, ran, and boxed. For a time, he worked on a cattle ranch.

TR wanted to serve the public. At the age of 23, he was elected to the New York state legislature. Later, he served on the Civil Service Commission. He then headed New York City's police department and served as assistant secretary of the navy.

## Main Idea

Theodore Roosevelt was the first President to support limits on the power of business.



Campaign tray showing Teddy Roosevelt as a soldier

### Vocabulary Builder

**efficient** (ee FISH ehnt) *adj.* done in a way that minimizes waste and gets better results

In 1898, the United States went to war against Spain. (You will read about this in the next chapter.) Roosevelt led a unit of troops in some daring exploits that received widespread publicity. He returned home to a hero's welcome and was elected governor of New York. Two years later, Roosevelt was elected Vice President under McKinley.

**TR and Big Business** As President, Roosevelt won a reputation as a **trustbuster**, a person working to destroy monopolies and trusts. He was not against big business, he said. Indeed, he liked big business. But he saw a difference between "good trusts" and "bad trusts." Good trusts, he said, were efficient and fair and should be left alone. Bad ones took advantage of workers and cheated the public by eliminating competition. The government, he said, must either control bad trusts or break them up.

Roosevelt resolved to do just that. In 1902, he had the government bring a lawsuit against the Northern Securities Company. Northern Securities was a trust that had been formed to control competition among railroads. TR argued that the company used unfair business practices.

In 1904, the Supreme Court ruled that Northern Securities had violated the Sherman Antitrust Act. It ordered the trust to be broken up. The decision was a victory for Progressives. For the first time, the Sherman Antitrust Act had been used to break up trusts, not unions.

Roosevelt later launched suits against other trusts, including Standard Oil and the American Tobacco Company. In time, the courts broke up both trusts because they attempted to limit free trade.

**A Boost for Organized Labor** Roosevelt also clashed with mine owners. In 1902, Pennsylvania coal miners went on strike for better pay and a shorter workday. Mine owners refused to negotiate with the miners' union.

As winter approached, schools and hospitals ran out of coal. Furious at the owners, Roosevelt threatened to send in troops to run the mines. Finally, the mine owners sat down with the union and reached an agreement. Roosevelt was the first President to side with strikers.

 **Checkpoint** What was Theodore Roosevelt's attitude toward big business?

### Main Idea

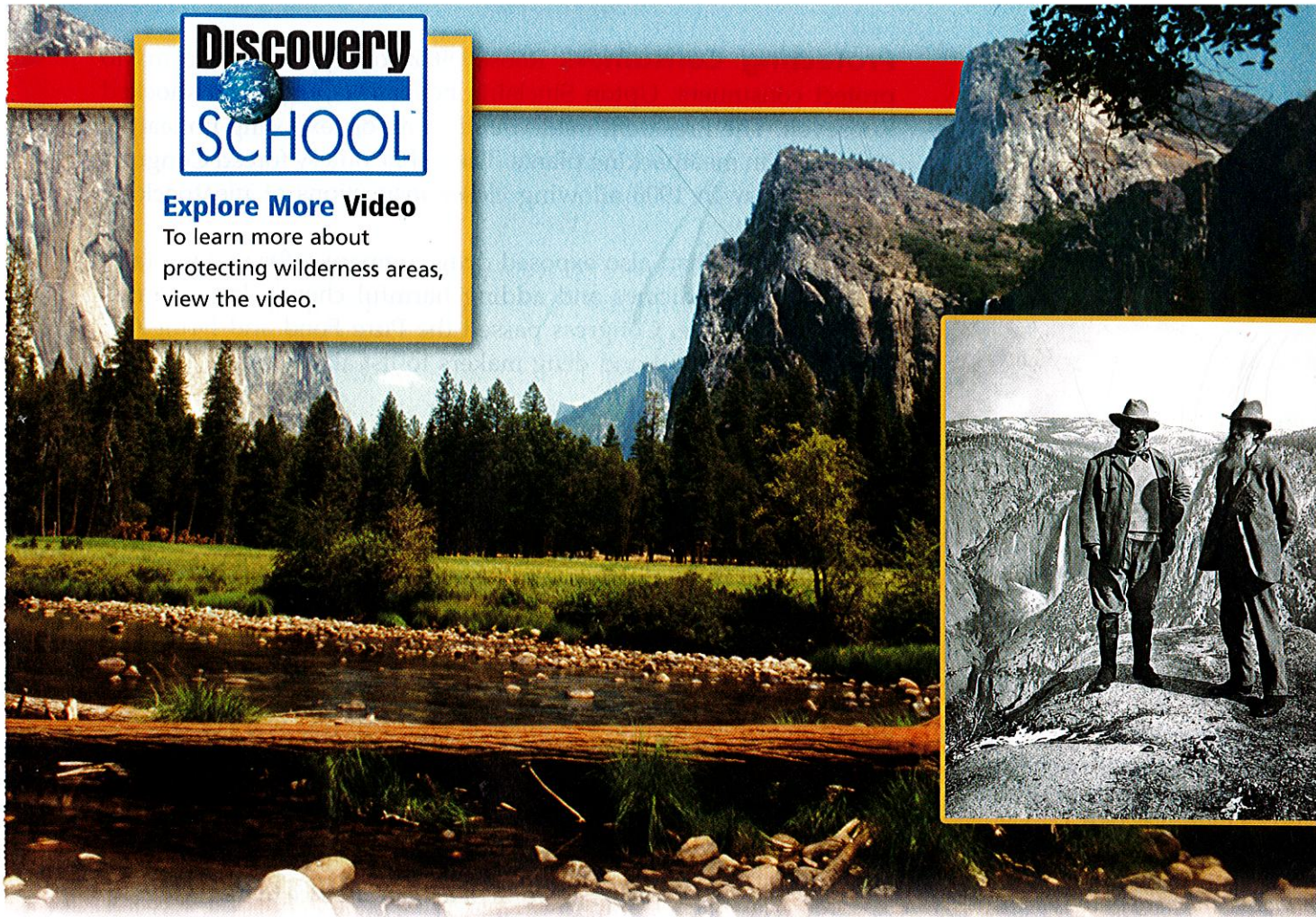
Roosevelt's program of Progressive reform included measures to conserve natural resources and protect consumers.

## The Square Deal

Roosevelt ran for President in his own right in 1904. During the campaign, he promised Americans a Square Deal. By this, he meant that everyone from farmers and consumers to workers and owners should have the same opportunity to succeed. That promise helped Roosevelt win a huge victory.

**Explore More Video**

To learn more about protecting wilderness areas, view the video.



**Conserving Natural Resources** Roosevelt took action to protect the nation's wilderness areas. To fuel the nation's surging industrial growth, lumber companies were cutting down entire forests. Miners were removing iron and coal at a frantic pace, leaving gaping holes in the earth.

Roosevelt loved the outdoors and worried about the destruction of the wilderness. He pressed for **conservation, or the protection of natural resources**. Roosevelt was not against using resources, but he believed they had to be used wisely, with an eye toward the future. For example, he urged lumber companies to plant new trees in the forests they were clearing. Roosevelt declared:

“I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

—Theodore Roosevelt, “The New Nationalism”

Under Roosevelt, the U.S. Forest Service was formed in 1905 to conserve the nation's woodlands. Roosevelt also had thousands of acres of land set aside for national parks. A **national park is a natural area protected and managed by the federal government**.

**Roosevelt and Conservation**

In 1903, President Roosevelt (left) went camping in California's Yosemite Valley with conservationist John Muir (right). The trip strengthened Roosevelt's commitment to conservation. Today, you can still enjoy the wilderness areas of Yosemite National Park. **Critical Thinking: Link Past and Present** What do the two pictures above suggest about the long-term effects of Roosevelt's conservation policies?



**Explain Issues From the Past**

Explain Roosevelt's reasons for supporting conservation and how they affected his approach to big business.

**Protecting Consumers** Roosevelt also supported reforms to protect consumers. Upton Sinclair's novel *The Jungle* had shocked Roosevelt. The President made public a report exposing unhealthy conditions in meatpacking plants. The public outcry forced Congress to pass a law in 1906 allowing closer inspections of meatpacking houses.

Muckrakers had also exposed drug companies for making false claims about medicines and adding harmful chemicals to canned foods. In response, Congress passed the Pure Food and Drug Act, which required food and drug makers to list all the ingredients on packages.

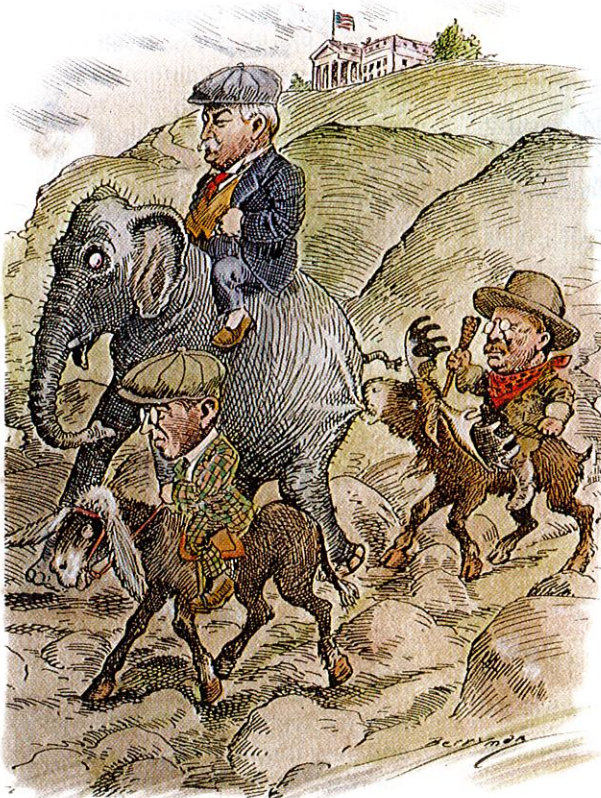
**Checkpoint** Why did Roosevelt support conservation?

## Main Idea

Roosevelt's successors also promoted reforms.

## Three-Way Race

TR, the "bull moose" candidate, made the presidential election of 1912 a three-way race. **Critical Thinking: Draw Inferences** Why does the cartoonist show the "moose" nipping at the elephant?



## Taft and Wilson

Roosevelt did not want to run for reelection in 1908. Instead, he backed **William Howard Taft**, his secretary of war. Taft won easily.

**Troubles for Taft** Taft's approach to the presidency was far different from Roosevelt's. Unlike the energetic Roosevelt, Taft was quiet and cautious. Roosevelt loved power, Taft was wary of it.

Nevertheless, Taft supported many Progressive causes. He broke up even more trusts than TR. He favored the graduated income tax, approved new safety rules for mines, and signed laws giving government workers the eight-hour workday. He also oversaw the creation of a federal office to make regulations controlling child labor.

Despite such actions, Taft lost Progressive support. In 1909, he signed a bill that raised most tariffs. Progressives opposed the new law, arguing that tariffs raised prices for consumers. Also, Taft modified some conservation policies. Progressives accused the President of blocking conservation efforts.

**Election of 1912** By 1912, Roosevelt had broken with Taft. He decided to run against Taft for the Republican nomination. Roosevelt had massive popular support, but Taft controlled the Republican Party leadership. At its convention, the Republican Party nominated Taft.

Roosevelt and his supporters stormed out of the convention. They set up a new party, called the Progressive Party, and chose Roosevelt as their candidate. He accepted, saying "I feel as strong as a bull moose." Roosevelt's Progressive Party became known as the Bull Moose Party.

Democrats chose **Woodrow Wilson**, also a Progressive, as their candidate. Wilson had served as president of Princeton University and as governor of New Jersey. Wilson was known as a brilliant

scholar and a cautious reformer. Though honest and idealistic, he was often criticized for being rigid and unwilling to compromise with others.


Together, Taft and Roosevelt won more votes than Wilson. However, they split the Republican vote, and so Wilson won the 1912 presidential election.

**Wilson and the New Freedom** Wilson hoped to restore free competition among American corporations. He called his program to achieve this goal the New Freedom. To ensure fair competition, Wilson persuaded Congress to create the Federal Trade Commission (FTC) in 1914. The FTC had the power to investigate companies and order them to stop using unfair practices to destroy competitors.

Wilson signed the Clayton Antitrust Act in 1914. The new law banned some business practices that limited competition. In addition, it stopped antitrust laws from being used against unions.

To regulate banking, Congress passed the Federal Reserve Act in 1913. The act set up a system of federal banks and gave the government the power to raise or lower interest rates and control the money supply.

 **Checkpoint** How did a split among Republicans enable Woodrow Wilson to become President?

 **Looking Back and Ahead** Despite Wilson's successes, the Progressive movement slowed after 1914. By then, Progressives had achieved many of their goals. Also, in 1914, war broke out in Europe. Americans worried that the war might soon affect them. You will read about World War I in the next unit.

**Vocabulary Builder**  
rigid (RIH jihd) *adj.* strict; not easily bent or changed



Woodrow Wilson

## Section 2 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) Recall** Why did Theodore Roosevelt want to break up Northern Securities and Standard Oil?

**(b) Identify Benefits** Which groups of people might have benefited from Roosevelt's actions as a trustbuster?
- (a) Recall** Why did the Republican Party split during the 1912 presidential election campaign?

**(b) Draw Conclusions** What impact might a powerful third party such as the Bull Moose Party have on a presidential election?

### Reading Skill

- 3. Explain Issues From the Past** Reread the text following the subheading "A Boost for Organized Labor." Explain the central issues that moved Roosevelt. How did he interact with big business over these issues?

### Vocabulary Builder

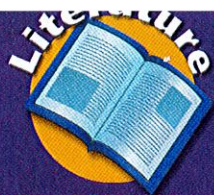
Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

- 4.** Theodore Roosevelt was called a **trustbuster** because he lost the trust of the people.

- 5.** Roosevelt was a strong supporter of **conservation**, which is the protection of natural resources.

### Writing

- 6.** Write the opening paragraph to an editorial evaluating TR's presidency. Complete the following topic sentence, and introduce each point that follows with a transition word: Theodore Roosevelt's Square Deal created a number of reforms that were (express your opinion here). For example, he \_\_\_\_\_. In addition, he \_\_\_\_\_. Most important (OR worst of all), he \_\_\_\_\_.



# The Jungle

by Upton Sinclair

## Prepare to Read



16B.G.4, 18A.H.6

### Introduction

The main characters in *The Jungle* are a family of immigrants who have recently immigrated to Chicago from Eastern Europe. Several of them find jobs at a meatpacking plant. In this excerpt, Elzbieta, one family member, learns the gruesome details of the sausage-making process.



### Reading Skill

**Analyze Symbolism** Symbolism is the use of concrete images or objects to represent abstract ideas. Upton Sinclair wrote *The Jungle* in order to make a statement about the excesses of unrestricted free enterprise. As you read this passage, consider what the practices Sinclair describes might represent.

### Vocabulary Builder

As you read this literature selection, look for the following underlined words:

**scheme** (skeem) *n.* dishonest plan

**hopper** (HAH per) *n.* a bin in which material is temporarily stored

**nuisance** (NOO sehns) *n.* annoyance

**enforce** (ehn FORS) *v.* bring about by force

### ★ Background


This passage describes, among other things, the working conditions for laborers. Though Sinclair wrote *The Jungle* in order to speak out against working conditions for laborers, the public's reaction was not what Sinclair intended. The public outcry over this book's description of meat-packaging practices helped lead to the passage of the Pure Food and Drug Act of 1906.

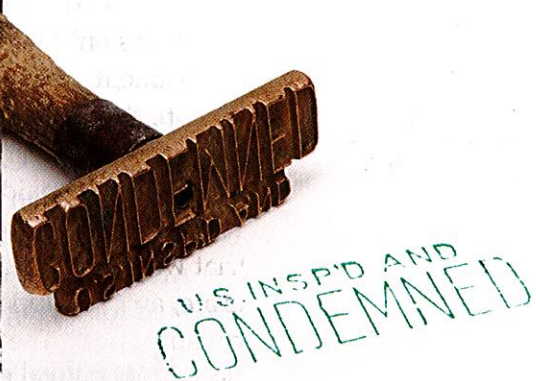
The packers were always originating such schemes—they had what they called “boneless hams,” which were all the odds and ends of pork stuffed into casings; and “California hams,” which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy “skinned hams,” which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them—that is, until they had been cooked and chopped fine and labeled “head cheese”!

It was only when the whole ham was spoiled that it came into the department of Elzbieta. Cut up by the two-thousand-revolutions-a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was mouldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out onto the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms, and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in those storage places to see well, but a man could run his hands over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put out poisoned bread for them, they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke: the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with

which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon the chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

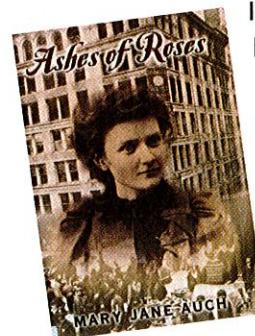
From *The Jungle*, by Upton Sinclair. © 1981. Bantam.

 **Checkpoint** What was wrong with the way the packers cleaned out the waste barrels?



### Analyze LITERATURE

After reading this passage, what images are the most striking? Are the images powerful? Now imagine that you are a member of the general public reading this passage. Write a short letter to your local newspaper expressing your reaction to this passage.



If you liked this passage from *The Jungle*, you might enjoy reading more about the labor movement in America in *Ashes of Roses* by Mary Jane Auch. Henry Holt and Company, 2002.



### Analyze Symbolism

Upton Sinclair wrote at a time when few laws controlled how people worked and what they produced. Sinclair blamed the capitalist system for these abuses, rather than the lack of laws. Knowing Sinclair's motivation for writing this book, what abstract idea might the "special" and "fancy" packaging of the meat represent?



## SECTION 3

# The Rights of Women



### Learning Standards

- **14C.H.4** How removing voting barriers allowed more participation
- **14C.H.5** Example of a government denying voting rights
- **16D.H.1** Roles of men, women, children: colonial period–19th c.
- **16D.H.3** Family life in colonial/frontier periods and 19th c.

### Prepare to Read



### Reading Skill

**Identify Central Issues From the Past** What changes did people of the past work to achieve? As you read Section 3, try to identify the central issues at the core of women's efforts for change. In your own words, answer the questions: What was this struggle about? What change did these people seek?

### Vocabulary Builder

#### High-Use Words

devise, p. 657

commit, p. 658

#### Key Terms and People

Carrie Chapman Catt, p. 657

suffragist, p. 657

Alice Paul, p. 658

Frances Willard, p. 659

prohibition, p. 659

### Main Idea

After more than 70 years of effort, American women won the right to vote in all elections.



**Background Knowledge** The Progressives' desire for reform touched many parts of society. However, Progressives were not particularly interested in women's rights. In this section, you will learn how American women finally won the right to vote.

## Women Win the Vote

The Seneca Falls Convention of 1848 marked the start of an organized women's rights movement in the United States. After the Civil War, Elizabeth Cady Stanton and Susan B. Anthony formed the National Woman Suffrage Association. This group pushed for a constitutional amendment to give women the right to vote.

Anthony spoke all over the country for the cause. In 1872, she was arrested for trying to vote. At her trial, she told the judge:

“My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject.”

—*Proceedings of the Trial of Susan B. Anthony*

**Women Vote in the West** In most states, leading politicians opposed women's suffrage. Still, in the late 1800s, women won voting rights in four western states: Wyoming, Utah, Colorado, and Idaho. Pioneer women had worked alongside men to build farms and cities. By giving women the vote at least in local or state elections, these states recognized the women's contributions.

When Wyoming applied for statehood in 1890, many members of Congress wanted it to bar women from voting. Wyoming lawmakers stood firm. "We may stay out of the Union for 100 years, but we will come in with our women." Wyoming was admitted.

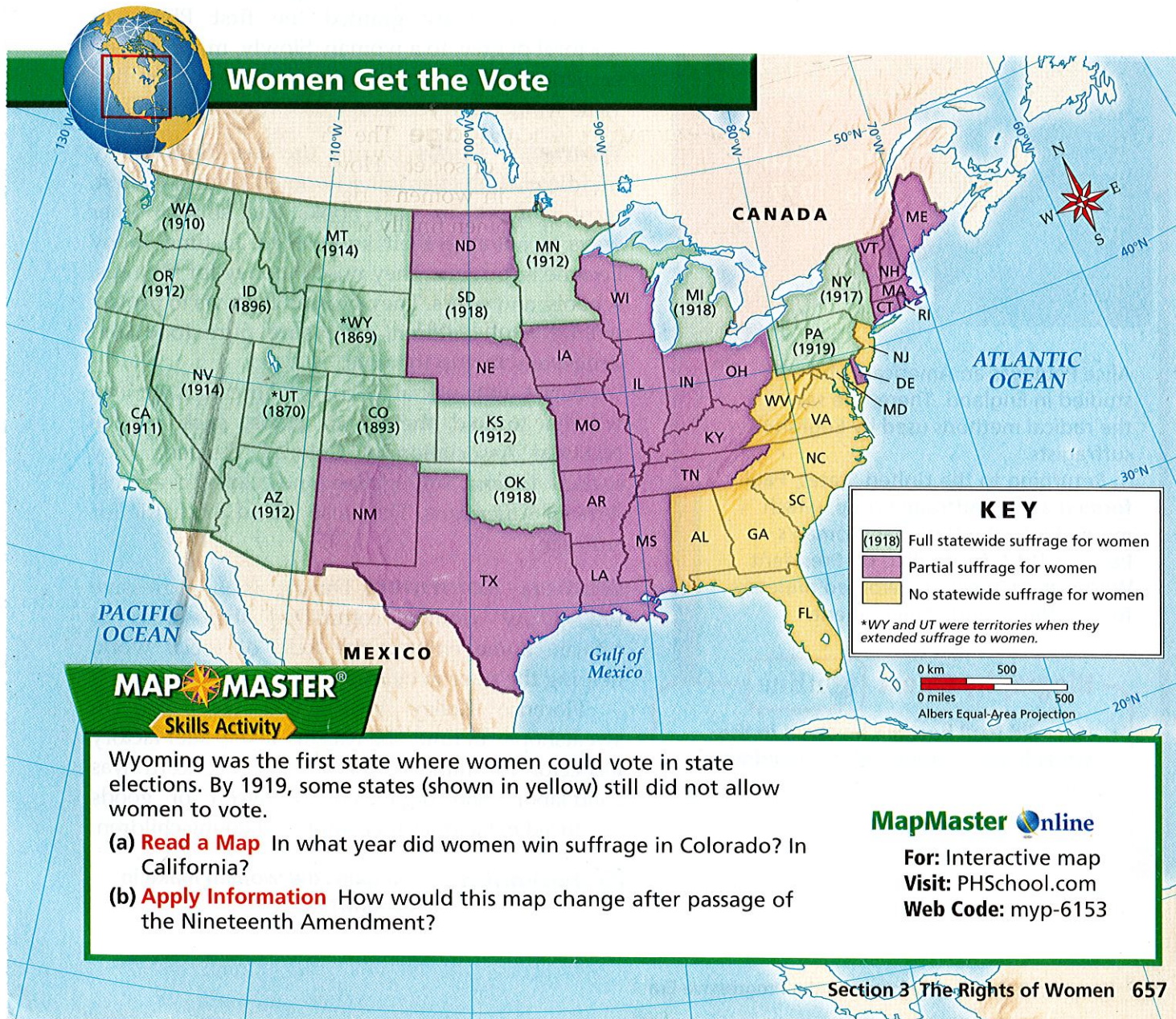
**Growing Support** In the early 1900s, support for women's suffrage grew. More than 5 million women worked outside the home. Although women were paid less than men, wages gave them some power. Many demanded a say in making the laws.

After Stanton and Anthony died, a new generation of leaders took up the cause. **Carrie Chapman Catt** devised a detailed strategy to win suffrage, state by state. Across the nation, **suffragists, or people who worked for women's right to vote**, followed her plan. Their efforts brought steady gains. One by one, states in the West and Midwest gave women the right to vote.

**The Nineteenth Amendment** Still, in some of these states, women could not vote in federal elections. More women joined the call for a federal amendment to allow them to vote in all elections.

**Vocabulary Builder**  
**devise** (dee vīz) v. to carefully think out; to invent

**Identify Central Issues From the Past**  
Identify the central issue, or goal, for suffragists.



### Vocabulary Builder

**commit** (kah MIHT) v. to make a pledge or promise

As the struggle dragged on, suffragists such as **Alice Paul** took more forceful steps. Paul met with President Woodrow Wilson in 1913. Paul told Wilson that suffragists had committed themselves to achieving such an amendment. Wilson pledged his support.

By 1919, the tide had turned. Congress passed the Nineteenth Amendment guaranteeing women the right to vote. By August 1920, three fourths of the states had ratified the amendment. The Nineteenth Amendment doubled the number of eligible voters.

 **Checkpoint** Why did suffragists want a constitutional amendment?

### Main Idea

During the Progressive Era, women fought for access to jobs and education.

## New Opportunities for Women

Besides working for the vote, women struggled to gain access to jobs and education. Most states refused to grant women licenses to practice law or medicine.


**Higher Education** Despite obstacles, a few women managed to get the higher education needed to enter a profession. In 1877, Boston University granted the first Ph.D., or doctoral degree, to a woman. Slowly, more women earned advanced degrees. By 1900, the nation had 1,000 women lawyers and 7,000 women doctors.

**Women's Clubs** During the late 1800s, many middle-class women joined women's clubs. At first, most clubwomen read books and sought other ways to advance their knowledge. In time, many became reformers. They raised money for libraries, schools, and parks. They pressed for laws to protect women and children, to ensure pure food and drugs, and to win the vote.

Faced with racial barriers, African American women formed their own clubs, such as the National Association of Colored Women. They battled to end segregation and violence against African Americans. They also joined the battle for suffrage.

**Women Reformers** During the Progressive Era, many women committed themselves to reform. Some entered the field of social work, helping the poor in cities.

Florence Kelley investigated conditions in sweatshops. In time, she was made the chief factory inspector for Illinois. Kelley's main concern was child labor. She organized a boycott of goods produced in factories that employed young children.

 **Checkpoint** What gains did women make in education?

### Biography Quest



**Alice Paul**  
1885–1977

Alice Paul was an American who studied in England. There, she saw the radical methods used by English suffragists.

Returning to the United States, Paul formed a new suffrage group, which merged into the National Woman's Party in 1917. Paul called on President Wilson many times and worked tirelessly for the Nineteenth Amendment.

### Biography Quest

**How did Paul become involved in the struggle for a voting rights amendment?**

**For:** The answer to the question about Paul

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## The Crusade Against Alcohol


You have read that reformers began a temperance movement, or campaign against alcohol abuse, in the 1820s. Women took a leading role in the temperance movement. In the late 1800s, the movement gained new strength.

In 1874, a group of women organized the Woman's Christian Temperance Union, or WCTU. **Frances Willard** became its president in 1879. Willard spoke tirelessly about the evils of alcohol. She called for state laws to ban the sale of liquor. She also worked to close saloons. In time, Willard joined the suffrage movement, bringing many WCTU members along with her.

Carry Nation was a more radical temperance crusader. After her husband died from heavy drinking, Nation often stormed into saloons. Swinging a hatchet, she smashed beer kegs and liquor bottles. Nation won publicity, but her actions embarrassed the WCTU.

After years of effort, temperance leaders persuaded Congress to pass the Eighteenth Amendment in 1917. The amendment enforced **prohibition**, a ban on the sale and consumption of alcohol. The amendment was ratified in 1919.

 **Checkpoint** How did supporters of temperance seek to influence public policy?

 **Looking Back and Ahead** For many women, the Nineteenth Amendment was a final victory. Others saw it as just one step on the road to full equality. Today, Americans still debate issues involving the roles of women in society, government, the family, and the workplace.

### Main Idea

Temperance supporters won passage of a constitutional amendment banning alcohol.



Cartoon of a temperance supporter

## Section 3 | Check Your Progress

### Progress Monitoring Online

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### Comprehension and Critical Thinking

- (a) Recall** What did the Nineteenth Amendment to the Constitution do?

**(b) Link Past and Present** How has its passage helped women?
- (a) Recall** What did the Eighteenth Amendment to the Constitution do?

**(b) Make Predictions** What would be the results of the Eighteenth Amendment? Explain your reasoning.

### Reading Skill

- Identify Central Issues From the Past** Reread the text under the heading "New Opportunities for Women." Identify the central issues for the women mentioned in those paragraphs.

### Vocabulary Builder

Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

- Suffragists** were people who worked to ban alcohol.

- During **prohibition**, the sale and use of tobacco in the United States were outlawed.

### Writing

- Imagine that you are working with a group of people in 1912 promoting women's suffrage. Create four slogans for banners and leaflets supporting the right of women to vote. Then, write a short persuasive paragraph supporting and developing one of those slogans.



# Struggles for Justice



## Learning Standards

- **14F.G.1** The need for civil rights in any nation
- **14F.H.2** U.S. political ideas included or denied amendments protecting rights
- **16D.G.4** Significance of cultural diversity in U.S. social history
- **18C.H.1** Diverse groups have enriched U.S. culture

## Prepare to Read



## Reading Skill

### Identify Central Problems

**From the Past** Understanding the problems of the past helps you understand the reactions of people from that time. As you read, identify problems and restate them in your own words. Think about how people of that time responded and how people today might respond to similar problems.

## Vocabulary Builder

### High-Use Words

submit, p. 661

crisis, p. 664

### Key Terms and People

Booker T. Washington, p. 660

W.E.B. Du Bois, p. 661

lynching, p. 661

parochial school, p. 665

anti-Semitism, p. 665



**Background Knowledge** After Reconstruction, African Americans in the South lost many rights. Jim Crow laws led to segregation in public places. In this section, you will see how African Americans and other groups opposed discrimination.

## Main Idea

African American leaders took different approaches to the problems of segregation and discrimination.

## African Americans

African Americans faced discrimination in the North as well as in the South. Landlords often refused to rent homes in white areas to African Americans. Across the nation, they were restricted to the worst housing and the poorest jobs.

**Booker T. Washington** During this time, educator **Booker T. Washington** emerged as the most prominent African American. Born into slavery, Washington taught himself to read. Later, he worked in coal mines, attending school whenever he could. In 1881, Washington helped found the Tuskegee Institute in Alabama. The school offered training in industrial and agricultural skills.

Washington advised African Americans to learn trades and seek to move up gradually in society. Eventually, they would have money and the power to demand equality. Washington declared:

“No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.”

Washington's practical approach won the support of business leaders such as Andrew Carnegie and John D. Rockefeller. They helped him build trade schools for African Americans. At the same time, Presidents sought his advice on racial issues.

**W.E.B. Du Bois** **W.E.B. Du Bois** (doo BOYS) had a different view. A brilliant scholar, Du Bois was the first African American to receive a Ph.D. from Harvard University. He agreed with Booker T. Washington on the need for "thrift, patience and industrial training." However, Du Bois criticized Washington for being willing to accept segregation:

“So far as Mr. Washington apologizes for injustice, North or South, does not rightly value the privilege and duty of voting . . . and opposes the higher training and ambition of our brighter minds,—so far as he, the South, or the Nation, does this,—we must unceasingly and firmly oppose them.”

—W.E.B. Du Bois, *The Souls of Black Folk*

Du Bois urged blacks to fight discrimination rather than patiently submit to it. In 1909, he joined Jane Addams and other reformers in forming the National Association for the Advancement of Colored People, or NAACP. Blacks and whites in the NAACP worked for equal rights for African Americans.

**Campaign Against Lynching** In the 1890s, more than 1,000 African Americans in the South and elsewhere were victims of lynching, or murder by a mob. The epidemic of violence worsened after the depression of 1893. Often, jobless whites took out their anger on blacks.

**Vocabulary Builder**  
submit (sahb MIHT) v. to yield; to give up power or control



**Identify Central Problems From the Past**

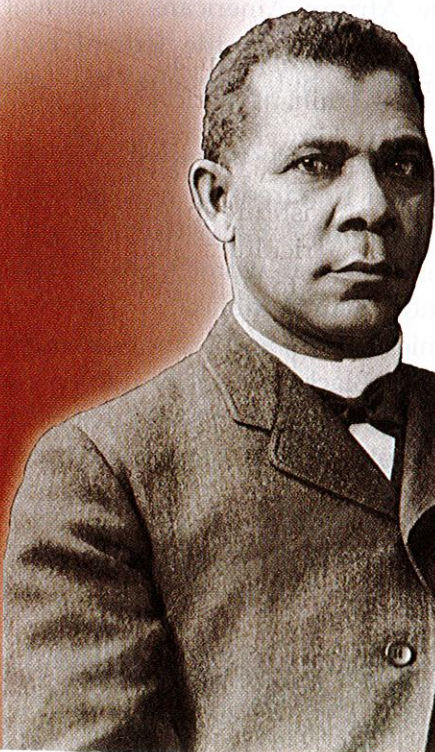
Identify the central problems facing African Americans in the late 1800s. How did people of the time respond to those problems?

## Two African American Leaders

### History Interactive

#### Booker T. Washington and W.E.B. Du Bois

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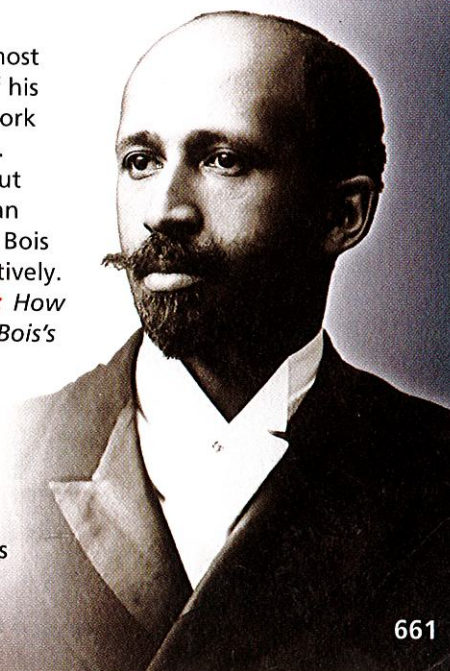
#### Two African American Leaders

Booker T. Washington (left) was the most prominent African American leader of his day. He urged African Americans to work patiently to move up in society. W.E.B. Du Bois (right) admired Washington but criticized many of his ideas. Rather than patiently accepting discrimination, Du Bois urged African Americans to fight it actively.

**Critical Thinking: Contrast** How did Washington's and Du Bois's ideas about how to fight segregation differ?

Booker T. Washington

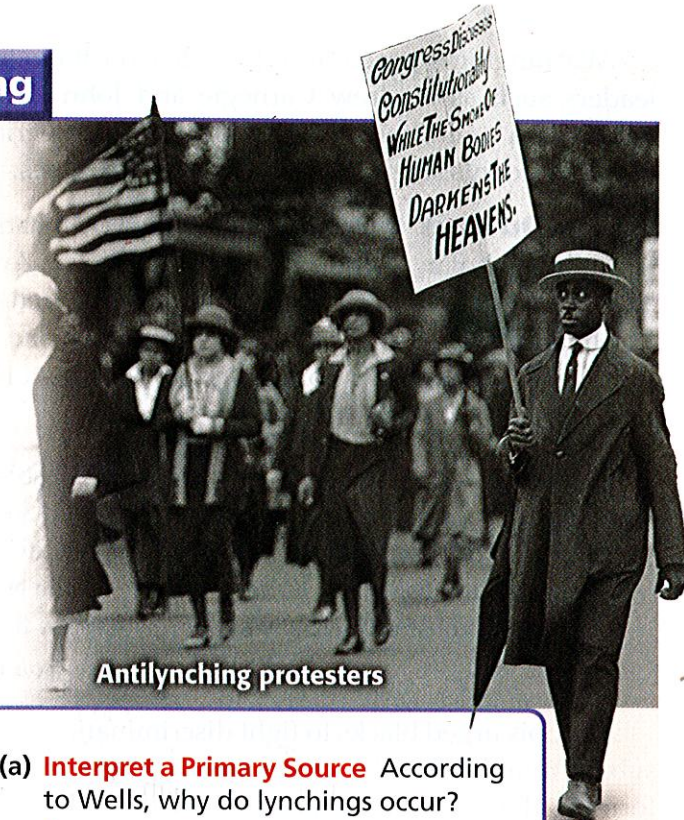
W.E.B. Du Bois



## Ida B. Wells Fights Against Lynching

“The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights that the law will enforce. Samuel Hose [a lynching victim] was burned to teach the Negroes that no matter what a white man does to them, they must not resist. . . . The daily press offered reward for [Hose’s] capture and . . . incited the people to burn him as soon as caught.”

—Ida B. Wells, “Lynch Law in Georgia,” 1899



Antilynching protesters

### Reading Primary Sources

#### Skills Activity

In 1895, journalist Ida B. Wells published an analysis that exposed the truth about the lynching of African Americans.

- (a) **Interpret a Primary Source** According to Wells, why do lynchings occur?
- (b) **Compare** Ida Wells is often classified as a muckraker. How was her work similar to the work of Jacob Riis?

The murders outraged Ida B. Wells, an African American journalist. In her newspaper, *Free Speech*, Wells urged African Americans to protest the lynchings. She called for a boycott of segregated streetcars and white-owned stores. Wells spoke out despite threats to her life.

**Setbacks and Successes** Few white Progressives gave much thought to the problems faced by African Americans. President Wilson ordered the segregation of workers in the federal civil service. “Segregation is not humiliating, but a benefit,” he told protesters who came to talk to him.

Despite obstacles, some African Americans succeeded. Scientist George Washington Carver discovered hundreds of new uses for peanuts and other crops grown in the South. Sarah Walker created a line of hair care products for African American women. She became the first American woman to earn more than \$1 million.

Black-owned insurance companies, banks, and other businesses served the needs of African Americans. Black colleges trained young people for the professions. Churches like the African Methodist Episcopal Church became the training ground for generations of African American leaders.



**Checkpoint** On what grounds did W.E.B. Du Bois disagree with Booker T. Washington?

## Mexican Americans

By 1900, about half a million Mexican Americans lived in the United States. Like African Americans, Mexican Americans often faced legal segregation. In 1910, the town of San Angelo, Texas, built new schools for its Anglo children. Mexican children were forced to go to separate, inferior schools. When Mexican children tried to attend one of the new schools, officials barred their way.

**Increased Immigration** In 1910, revolution and famine swept Mexico. Thousands of Mexicans fled into the United States. They came from all levels of Mexican society. Many were poor farmers, but some came from middle-class and upper-class families.

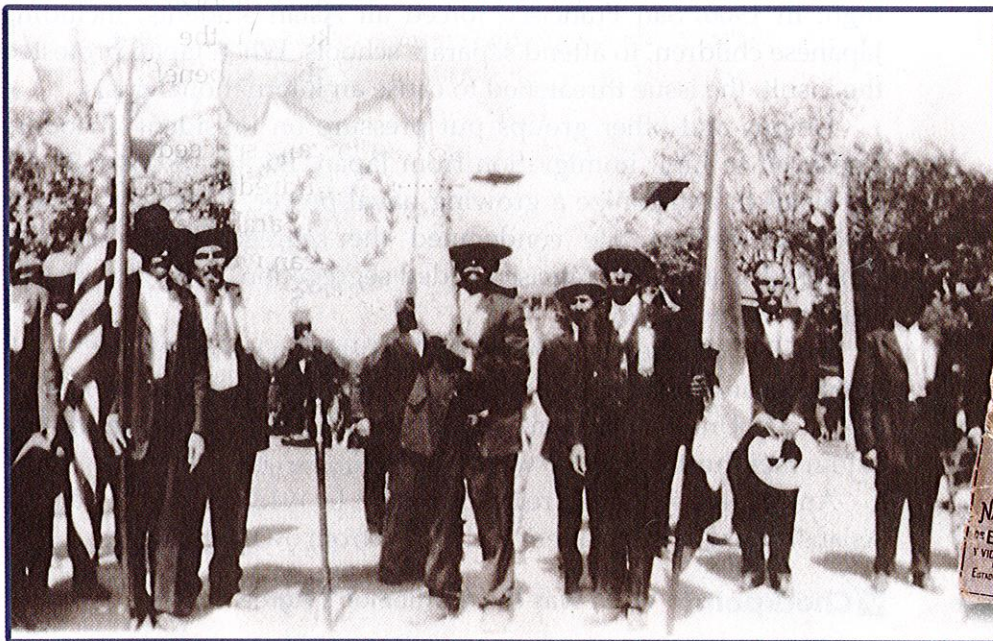
At first, 90 percent of Mexican immigrants settled in the Southwest. In time, the migration spread to other parts of the country. People who could not find work in the Southwest began moving to the Midwest and the Rocky Mountain region.

**Daily Life** Mexican immigrants often worked as field hands, built roads, or dug irrigation ditches. Some lived near the railroads they helped build. Still others worked in city factories under harsh conditions. They were paid less than Anglo workers and were denied skilled jobs.

Like other immigrants, Mexican Americans sought to preserve their language and culture. They created barrios, or ethnic Mexican American neighborhoods. Los Angeles was home to the nation's largest barrio. Its population almost tripled between 1910 and 1920.

Within the barrio, Mexican immigrants and Mexican Americans took many steps to help each other. Some formed mutualistas, or mutual aid groups. These groups worked like other immigrant aid societies. Members of mutualistas pooled money to pay for insurance and legal advice. They also collected money for the sick and needy.

 **Checkpoint** Why did emigration from Mexico rise after 1910?



## Main Idea

The growing Mexican American population faced prejudice but found support in close-knit communities.

## Mexican Americans Helping One Another

Like other groups, Mexican Americans formed mutual aid groups. Members of a mutualista in Arizona are shown marching in a parade (bottom left). Below is the symbol of the Cruz Azul Mexicana, or Mexican Blue Cross, which aided poor families.

### Critical Thinking: Draw

**Conclusions** Why were mutual aid groups like these important to Mexican American communities?



## Japanese Brides Arrive in the United States

The Gentlemen's Agreement between President Roosevelt and Japan allowed Japanese wives to join their husbands who were already in the United States. Here, a group of Japanese women arrive at San Francisco.

**Critical Thinking: Clarify Problems** What problem was Roosevelt trying to solve by allowing Japanese women to enter the United States?



### Main Idea

As large numbers of immigrants arrived from Japan, some Americans called for limits on Japanese immigration.

### Vocabulary Builder

**crisis** (KRĪ sihs) *n.* turning point; situation involving great risk

## Asian Americans

As you learned in the previous chapter, the Chinese Exclusion Act of 1882 kept Chinese from settling in the United States. Employers on the West Coast and in Hawaii began hiring workers from other Asian countries, mainly the Philippines and Japan.

**Japanese Immigrants** More than 100,000 Japanese entered the United States in the early 1900s. Most went first to Hawaii to work on sugar plantations. When the United States annexed Hawaii in 1898, many Japanese decided to seek a better life on the mainland.

Many of the newcomers were farmers. They settled on dry, barren land that Americans thought was useless. Through hard work, the Japanese made their farms profitable. Soon, they were producing a large percentage of southern California's fruits and vegetables.

**A Gentlemen's Agreement** Prejudice against Asians was high. In 1906, San Francisco forced all Asian students, including Japanese children, to attend separate schools. When Japan protested the insult, the issue threatened to cause an international crisis.

Unions and other groups put pressure on President Theodore Roosevelt to limit immigration from Japan. Because Roosevelt did not want to antagonize a growing naval power, he tried to soothe Japanese feelings. He condemned the segregated schools and proposed that if San Francisco ended segregation, he would restrict Japanese immigration.

In 1907, Roosevelt reached a "Gentlemen's Agreement" with Japan. Japan would stop any more workers from going to the United States. The United States, in exchange, would allow Japanese women to join their husbands who were already in the country.

Anti-Japanese feeling remained high. In 1913, California banned Asians who were not American citizens from owning land.

 **Checkpoint** What was the Gentlemen's Agreement?

## Religious Minorities

Religious minorities also faced prejudice. As you have read, the immigration boom included large numbers of Roman Catholics and Jews. Nativist groups, such as the Anti-Catholic American Protective Association, worked to restrict immigration. Even Jews and Catholics who were not immigrants faced discrimination in jobs and housing.

Anti-Catholic feeling was common in schools. Some teachers lectured against the Pope, and textbooks contained references to “deceitful Catholics.” In response, American Catholics set up their own **parochial schools, or schools sponsored by a church.**

The most notorious case of **anti-Semitism, or prejudice against Jews,** in the United States took place in Georgia in 1913. Leo Frank, a Jewish man, was falsely accused of murdering a young girl. Newspapers inflamed public feeling against “the Jew.” Despite a lack of evidence, he was sentenced to death. When the governor of Georgia reduced the sentence, a mob took Frank from prison and lynched him.

In response to the lynching and other cases of anti-Semitism, American Jews founded the Anti-Defamation League. (Defamation is the spreading of false, hateful information.) The League worked to promote understanding and fight prejudice against Jews.

 **Checkpoint** What problems did Jews and Catholics face?

 **Looking Back and Ahead** Groups such as the NAACP and the Anti-Defamation League were formed to fight discrimination. Today, many Americans continue to work against prejudice.

## Main Idea

Immigration also led to increased prejudice against Jews and Roman Catholics.

## Section 4 | Check Your Progress

### Progress Monitoring Online

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### Comprehension and Critical Thinking

- (a) Contrast** How did Booker T. Washington and W.E.B. Du Bois propose to improve life for African Americans?

**(b) Draw Conclusions** Whose ideas do you think would be more likely to help African Americans in the long run? Explain your reasons.
- (a) Identify** What was the Gentlemen’s Agreement?

**(b) Analyze Cause and Effect** How did the Gentlemen’s Agreement affect Japanese immigration?

### Reading Skill

#### 3. Identify Central Problems

**From the Past** What central problems faced Asian Americans in the late 1800s? How did Japan respond to these problems? Can you connect their problems to the attitudes toward immigrants today?

### Vocabulary Builder

- Write two definitions for the key terms **lynching** and **anti-Semitism**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- Imagine that you are an editorial writer who attended a debate between Booker T. Washington and W.E.B. Du Bois about the best tactics for fighting discrimination. Write a topic sentence that states the central idea of each man’s argument. Then, write a paragraph endorsing one of these points of view and explaining your position.

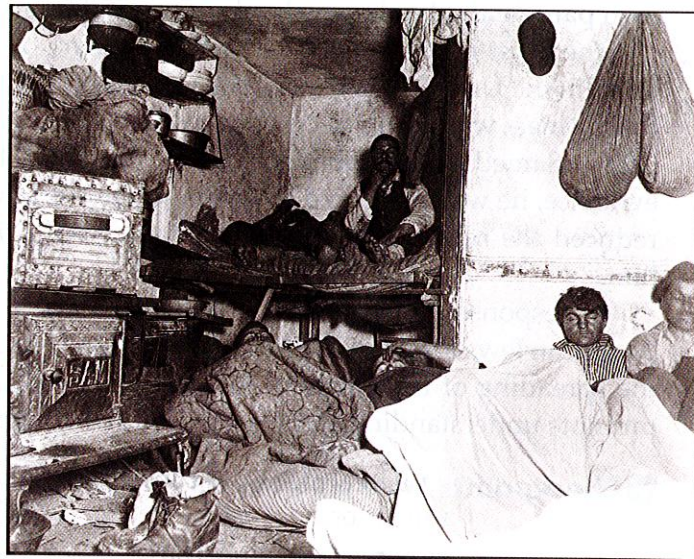
Photographs are one type of primary source. By capturing a moment in time, they can provide important details about a historical period or event. The photographs below were taken by Jacob Riis.



16A.H.5, 18A.G.2, 18A.G.3



Baxter Street, New York  
(From *Battle With the Slums*, 1902.)



Lodgers in a New York tenement  
(From *How the Other Half Lives*, 1890.)

### Learn the Skill

Use these steps to analyze photographs.

- 1 **Find out information about the photograph.** Read the caption to identify the time and place.
- 2 **Identify the subject.** Look carefully at the photograph. What does it show? If there are people in the photograph, what are they doing?
- 3 **Decide what the photograph tells about history.** Study the photograph to find out what it illustrates about the past. Try to determine the photographer's point of view or opinion about the scene.
- 4 **Decide if the photograph is a reliable source of information.** The photographer may have shot the photograph for a special reason or left out certain details in the scene. You should ask questions to determine the reliability of the photograph.

### Practice the Skill

Answer the following questions about the photographs on this page.

- 1 **Find out information about the photograph.** (a) Where was the left photograph taken? (b) When was it published?
- 2 **Identify the subject.** (a) Who are the people in the right photograph? (b) What are they doing?
- 3 **Decide what the photograph tells about history.** (a) What do these photographs show about life in New York City slums at the time? (b) How do you think the photographer felt about these scenes? Explain.
- 4 **Decide if the photograph is a reliable source.** Do you think these photographs give a reliable idea of how poor people lived in New York City? Explain.

### Apply the Skill

See the Review and Assessment at the end of this chapter.

## Chapter Summary

## Section 1

**The Gilded Age and Progressive Reform**

- Corrupt political bosses sometimes gained power over cities during the Gilded Age.
- Progressives supported reforms that gave more power to the voters.
- Muckrakers exposed political, social, and business corruption.

## Section 2

**The Progressive Presidents**

- Theodore Roosevelt tried to break up business trusts that hurt competition.
- Roosevelt's Square Deal called for conservation and consumer protection.
- Roosevelt and Progressive Republicans established the Bull Moose Party.
- Woodrow Wilson continued Progressive reforms in his New Freedom program.

## Section 3

**The Rights of Women**

- The Nineteenth Amendment guaranteed women the right to vote.
- The Eighteenth Amendment banned the sale and consumption of alcoholic beverages.

## Section 4

**Struggles for Justice**

- Booker T. Washington said African Americans should work patiently to move up in society, whereas W.E.B. Du Bois said blacks should actively fight discrimination.
- Mexican immigrants worked in low-paying jobs in the fields and factories and lived in ethnic neighborhoods called barrios.
- Asians faced discrimination, especially on the West Coast.
- Roman Catholics and Jews also faced different forms of discrimination.

## Key Concepts

These notes will help you prepare for questions about key concepts.

**Progressive Era Amendments**

- **Sixteenth**—Congress gains power to pass an income tax
- **Seventeenth**—provides for direct election of senators
- **Eighteenth**—bans sale and consumption of alcohol nationally (later repealed)
- **Nineteenth**—gives women the right to vote in all elections

**Major Reform Legislation During the Gilded Age**

Date	Legislation	Major Purpose
1883	Pendleton Act	Fill government jobs on basis of merit
1887	Interstate Commerce Act	Regulate railroads, stop pools and rebates
1890	Sherman Antitrust Act	Prohibit attempts to destroy competition

**Major Reform Legislation During the Progressive Era**

1906	Pure Food and Drug Act	Protect consumers from unsafe food and drugs; stop false advertising
1914	Federal Trade Commission	Investigate attempts to destroy competition
1914	Clayton Antitrust Act	Ban practices limiting free enterprise; stop use of antitrust laws against unions

## Vocabulary Builder

### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

1. Why would Upton Sinclair be considered a **muckraker**?
2. Why would William Howard Taft be considered a **trustbuster**?
3. Why would Alice Paul and Carrie Chapman Catt be considered **suffragists**?
4. What happened to the more than 1,000 African Americans who were **lynched** in the South during the 1890s?

## Comprehension and Critical Thinking

5. (a) **List** Which legislation did Congress pass to curb big business, and what were the goals of the legislation?  
(b) **Make Predictions** How effective do you think the legislation was?
6. (a) **Describe** Which four reforms were instituted during the Progressive Era to give voters more power?  
(b) **Apply Information** How would voters in your state use each of these reforms to get what they want done?
7. (a) **Recall** What did Theodore Roosevelt do to protect the nation's natural areas?  
(b) **Draw Conclusions** How have Americans benefited from Roosevelt's actions?
8. (a) **Recall** How did the role of President change during the administration of Theodore Roosevelt?  
(b) **Evaluate Information** Suggest one reason for the change.
9. (a) **Recall** What was the principal goal of the women's rights movement after the Civil War?  
(b) **Draw Inferences** Why was that an important goal?
10. (a) **Summarize** What kind of discrimination did African Americans, Mexican Americans, and Asian Americans face during this period?  
(b) **Link Past and Present** How do these groups still face similar discrimination today? Which types of discrimination are no longer legal?

## History Reading Skill

11. **Identify and Explain Central Issues** Explain the issues central to corruption in city government, placing them in the context of the nation's growth in the late 1800s. Give an example of a problem that resulted from this corruption. How did people respond to that corruption?

## Writing

12. **Write a two-paragraph persuasive composition:**

Choose one particular present-day problem that you feel needs to be corrected. (You do not need to provide a solution.) Express your opinion about this problem, explaining why it needs to be addressed. Include several facts and reasons supporting your opinion. Then, end with a strong statement meant to persuade your readers to take action against the problem.

13. **Write a Narrative:**

Imagine you are a Japanese immigrant in California around 1910. Write a narrative describing your experiences since arriving in the state.

## Skills for Life

### Analyze Photographs

Use the photograph below by Jacob Riis to answer the questions that follow.



Seventh Avenue night school, New York  
(From *Children of the Poor*, 1892.)

14. (a) Who are the people in the photograph?  
(b) What are they doing?
15. How do you think the photographer feels about the situation in the photograph? Explain.
16. In general, does the photograph give a reliable idea of how poor people lived in New York City? Explain.

**Test Yourself**

16C.G.1, 16D.H.1, 18A.H.3

1. The principal reason Theodore Roosevelt wanted to break up certain trusts was that he believed they
  - A were unfair to entrepreneurs.
  - B hurt workers and the public.
  - C made a few Americans rich and kept the majority poor.
  - D threatened to slow the growth of foreign trade.
2. Unlike Booker T. Washington, W.E.B. Du Bois believed that African Americans should
  - A work to achieve equal rights gradually.
  - B accept racial segregation laws.
  - C actively resist discrimination.
  - D focus on gaining industrial and agricultural skills.

Refer to the quotation below to answer Question 3.

"I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us."

3. The person who made the above statement would best be described as a
  - A muckraker.
  - B suffragist.
  - C prohibitionist.
  - D conservationist.

**Document-Based Questions**

**Task:** Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

Write a short essay about the muckrakers of the late 1800s and early 1900s. Be sure to identify the different muckrakers and to describe their goals and accomplishments. Include information about how they got their name.

**Document 1:** The excerpt below is from journalist Ida Tarbell's *History of the Standard Oil Company*. What does Tarbell say is the goal of a trust?

"Standard Oil Trust is the most perfectly developed trust in existence; that is, it satisfies most nearly the trust ideal of entire control of the commodity in which it deals. Its vast profits have led its officers into various allied interests, such as railroads, shipping, gas, copper, iron, steel, as well as into banks and trust companies. . . . It has led in the struggle against legislation directed against combinations. Its power in state and Federal government, in the press, in the college, in the pulpit, is generally recognized."

**Document 2:** In *How the Other Half Lives*, Jacob Riis called attention to the misery of tenement living. What aspect of tenement living is Riis describing in this excerpt?

"It is said that nowhere in the world are so many people crowded together on a square mile as here. . . . In this house . . . there were fifty-eight babies and thirty-eight children that were over five years of age. In Essex Street, two small rooms in a six-story tenement were made to hold a "family" of father and mother, twelve children, and six boarders. These are samples of the packing of the population that has run up the record here to the rate of three hundred and thirty thousand per square mile.

The densest crowding of Old London . . . never got beyond a hundred and seventy-five thousand. Even the alley is crowded out. Through dark hallways and filthy cellars, crowded, as is every foot of the street, with dirty children, the settlements in the rear are reached."



16C.G.1, 16D.H.1, 18A.H.3