

Week 4: 9/23-30, 2013

Reviewing Ch. 7, completing 8 & 9

*Immigrants & Urbanization; Life at the
Turn of the Century; Progressive Reform*

Homework: READ Ch. 8 “ttt,” write answers in space provided, **AND HIGHLIGHT or underline** in text with #1-4

Equality Rights Liberty
Opportunity Democracy

Monday, September 23, 2013

I. Conversation Piece



Do you like “it?”

II. Ch. 7: Immigrants and Urbanization

review answers to “ttt” & inspect 3 “words” for grid

Why are we here TODAY?



Objectives



Students will examine, discuss, and evaluate several historic events, facts, & relevant quotes in an effort to strengthen “relationships.”

Students will display evidence of progress on Unit I EQ “grid” work.

Ch. 7: Immigrants & Urbanization, p. 253-273

Angel Island
Boss Tweed Scandal
Chicago fire
civil service
Chinese Exclusion Act
corruption/graft
crime
discrimination
disease
elections
Ellis Island
fires
Gentleman's agreement
Gilded age

immigration
Jane Addams
jobs
mass transit
melting pot
nativism
political machine
pollution
reform
San Francisco Earthquake
sanitation
segregation
settlement houses
Social Gospel
tenements (housing)
urbanization

SKIM text, READ about interesting topics, and SELECT “words” that you can use to EXPLAIN the EQs...

History Alive!

Ch. 13 & 14 ~ Ch. 6 Americans

Ch. 15 & 16 ~ Ch. 7 Americans

**Homework: READ Ch. 8 “ttt”
& complete review questions**

Homework: SKIM Ch. 8 Americans, p. 274-301, & select & describe your 3 EQ grid “words”

Tuesday, September 24, 2013

I. Recap of Ch. 7 (Photo, Video, “ttt” answers)

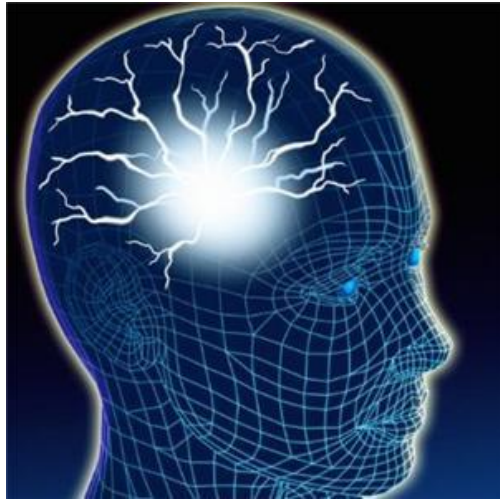
-Immigration, Urbanization, Assimilation...NOTES!

-Completed Ch. 6 & 7 EQ grid “words” = 6 poss. minor points

II. Life at the Turn of the 20th Century...p. 274-301

*-Inspect Ch. 8 “ttt” answers (10 pts)...select & describe
3 EQ “words” (HW)*

Why are we here TODAY?



Objectives



Students will examine, discuss, & describe immigrant life in our nation's urban centers around the turn of the century.



PICK someone
or something
in this picture
& write a
thoughtful
“one-liner”
reflecting your
**understanding
of
immigration.**

How might a
Nativist react
or reply? **Can
you show how
many older
immigrants
felt about the
2nd or “new
wave?”**

Ch. 7 “telescoping the times” (ttt)

(p. 252-273)

1. Where did immigrants come from in the period from 1870 to 1920?

-Immigrants came from Europe, especially southern and eastern Europe.

-Hundreds of thousands came from China and the Caribbean. Many thousands came from Japan. About one million came from Mexico after 1910.

U.S. Immigration, 1820–2000

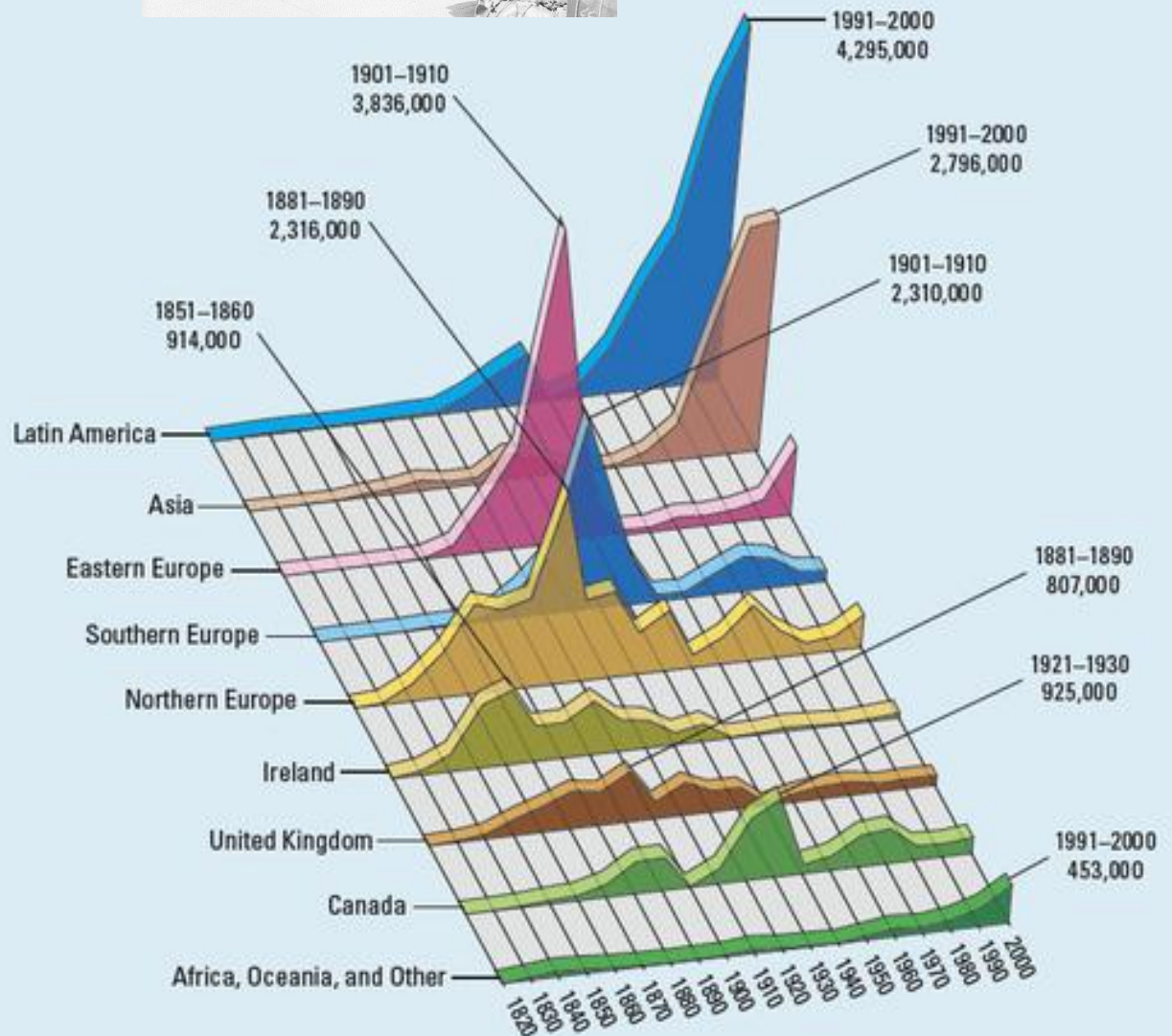


Key Events That Affected Immigration

1845–1849	Irish Potato Famine
1882	Chinese Exclusion Act
1914–1918	World War I
1924	National Origins Act*
1929–1941	Great Depression
1939–1945	World War II
1965	Immigration Act**

* established quota system, placing limits on immigration from some countries

** abolished quota system, easing limits on immigration



Ch. 7 “telescoping the times” (ttt)

(p. 252-273)

2. What problems arose in the growing cities?

The growing cities were plagued by:

- overcrowding
- lack of transportation
- poor water and sanitation
- threat of fire and crime

Ch. 7 “telescoping the times” (ttt)

(p. 252-273)

3. What role did political machines play in cities?

Political machines helped immigrants adapt to life and helped build the cities.

Many officials became corrupt, however.

Ch. 7 “telescoping the times” (ttt)

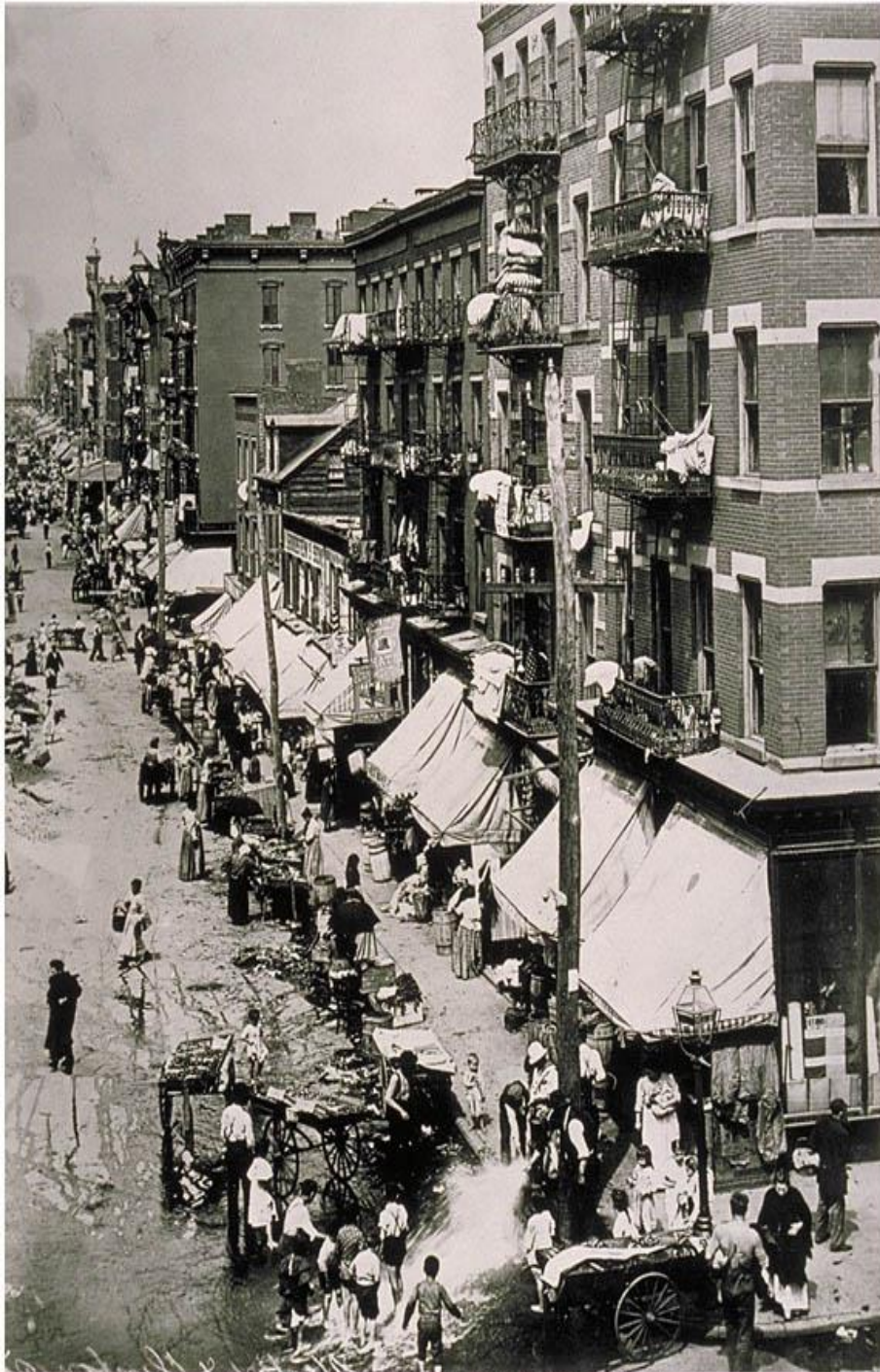
(p. 252-273)

4. What led to the call for civil service reform?

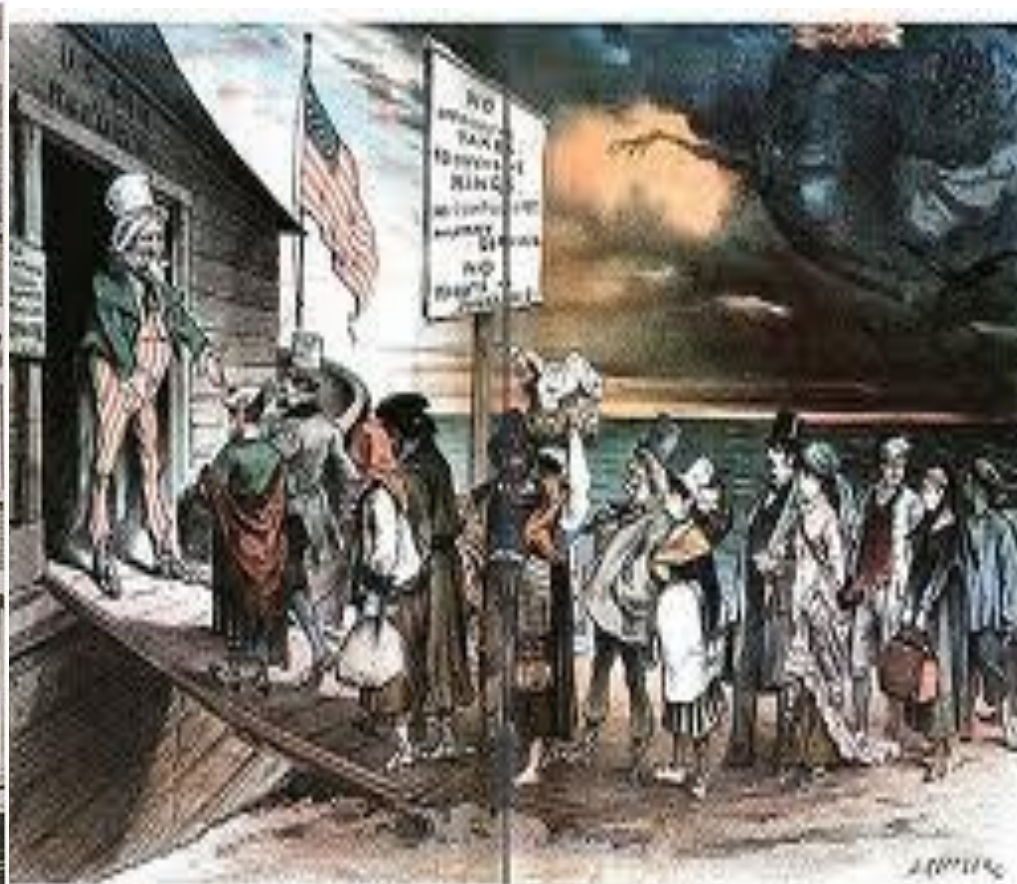
Unqualified government employees interfered with the daily functioning of the government.

Other appointees used their positions for personal gains.

This lack of ability and corruption led many to urge civil service reform for federal workers.



National Park Service: Statue of Liberty National Monument



Puck April 28, 1880 by Keppler



-Pick any PERSON of CHARACTER in the pictures...**WHY** would you want to be “him” or “her?”

-Count off “1-2”...
-EXPLAIN & ANALYZE?

Homework: Develop 9+ EQ words & review project options

Who deserves “more?”

Wednesday, September 25, 2013

I. Ch. 7: EQ Words

Review Game?

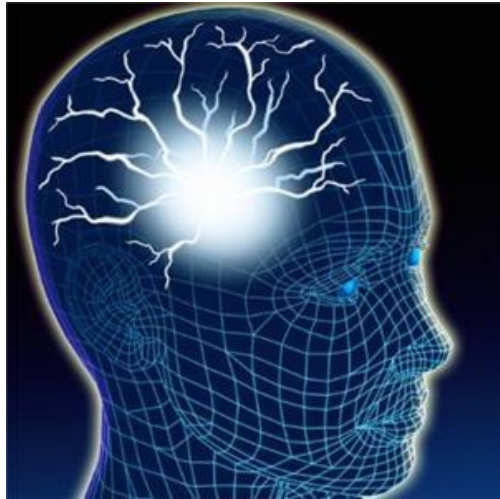
II. Life at the Turn of the 20th Century...p. 274-301

-Review Ch. 8 “ttt” answers...describe 3 EQ “words?”

III. Unit 1: Differentiated Assessment

-student-selected EQ & “project” format...40 points

Why are we here TODAY?



Objectives



Students will illustrate & identify Unit I “words” in response the three Essential Questions, review Ch. 8 “telescoping the times,” & begin exploration of the differentiated assessment project.

-Pick any PERSON...
Would you want
to be “him” or
“her” around the
turn of the century?
-EXPLAIN WHY or
WHY NOT.



National Park Service: Statue of Liberty National Monument



The crowded tenements and dirty streets of this poor ethnic neighborhood suggest the rough life of the urban immigrant. This scene, however, also reveals why these areas were so appealing. The smells, sounds, and ethnic vitality served to sustain the new Americans in a difficult time of transition.

EQ1: Who benefits and who suffers during the times of profound economic change?

Ch. 7, pg(s):263 :

Immigrants

People who come into another country to settle

They have a “push and pull” (reason to leave, and reason to come)

Came from Europe, Mexico, China Japan, and the Caribbean

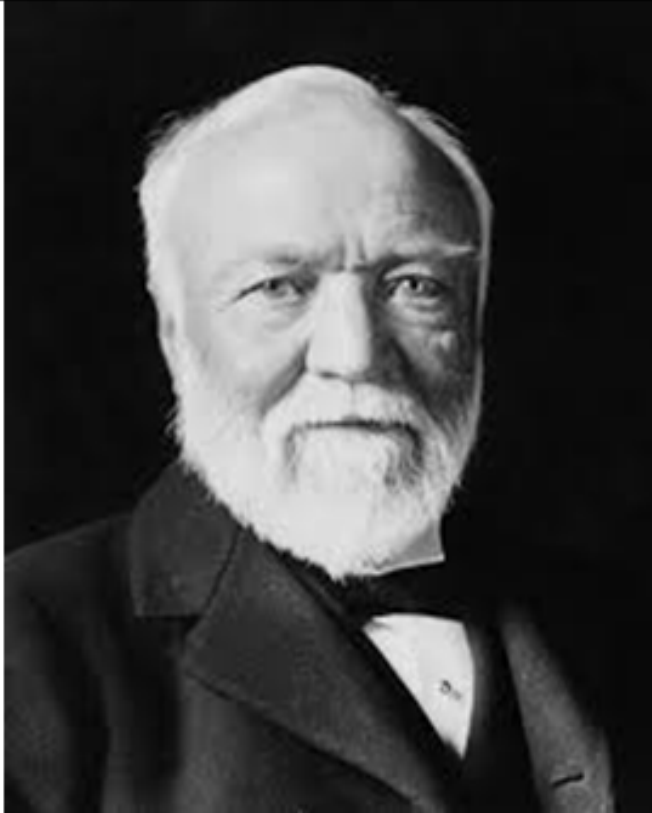


Some immigrants benefitted and some suffered. If they could find jobs, somewhere to live, and food then they would have benefitted. If they couldn't find things to survive then they suffered. People who already lived in America also suffered because now there were more people coming and taking over their territory and making cities more crowded

How can we elevate this proficient box?

- adequate descriptions of mostly relevant & specific Ch. 6-9 “words”
- acceptable images represent the “words”
- analysis of “words” exhibits some insights & originality
- (EQs are partially “answered” & some evidence of EUs is “uncovered”)

1: Who benefits and who suffers during the times of profound economic change?

<i>Your chosen... Term, Concept, Person, Group, Example, Idea, Development, etc (1 different word per chapter)</i>	Definition/Meaning <i>Explain the "word(s)"</i>	Images/Symbols <i>Show "word" in picture(s)</i>	"Analysis" <i>EXPLAIN how this "word" relates to EQ 2</i> <i>Why did you pick this "word?"</i>
Ch. 6, pg(s): 241-242 : Andrew Carnegie- A penniless Scottish immigrant who came to America at twelve years old, Carnegie went on to become an "industrial age mogul" who made his own fortune and conquered the steel industry. After starting from nothing, he became a private secretary, where he bought his first stock. From this point on, he learned to manage his \$\$\$ and in 1873, he entered the steel business. In 1899, Carnegie Steel Company was the one of the most prestige in the world. He bought out other companies in the business, and his suppliers, so he had control of almost the entire industry. He set an example for others by donating to charities, and supporting causes.			Carnegie demonstrates the EQ1 as a benefiter of the industrial boom. He went from almost nothing, from a family of poor immigrants to one of the richest men in the world. Though Carnegie was a charitable man, plenty of people suffered from his company, most other steel companies were purchased, and work conditions weren't always the best. However, Carnegie helped future entrepreneurs by setting new business strategies, like vertical and horizontal integration. He set an example for future citizens, showing that rags to riches stories are true in some cases.

Ch. 7: Immigrants & Urbanization, p. 253-273

Americanization (assimilation?)

Angel Island

Boss Tweed (Ring/Scandal)

Chicago fire (urban dangers)

civil service

Chinese Exclusion Act (Fong See)

corruption/graft

crime

discrimination (western or other?)

disease

elections

Ellis Island

Gentleman's agreement

Gilded age

immigration (rejected? welcome?)

Jane Addams

Jobs (types?)

Joseph Pulitzer

mass transit

melting pot (salad?)

nativism

political machine

pollution

public education

reform

San Francisco Earthquake

sanitation

segregation

steerage

settlement houses

Social Gospel

tenements (housing)

Thomas Nast

urbanization (problems/challenges)

Rutherford B. Hayes

SKIM text, READ about interesting topics, and SELECT “words” that you can use to EXPLAIN the EQs...

History Alive!

Ch. 13 & 14 ~ Ch. 6 Americans

Ch. 15 & 16 ~ Ch. 7 Americans

Ch. 16 & 17 ~ Ch. 8 Americans

Add new words?!?!

Homework: Select & describe 3 Ch. 9 EQ words (15 due 9/30);
review CH. 9 “ttt” (answers?); review Unit I project options

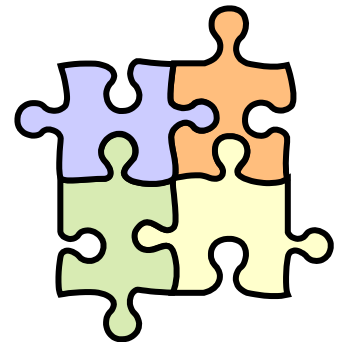
Thursday, September 26, 2013

I. Ch. 8: Life at the Turn of the 20th Century

“ttt” answers...questions???

II. Ch. 9: The Progressive Era (p. 304-339)

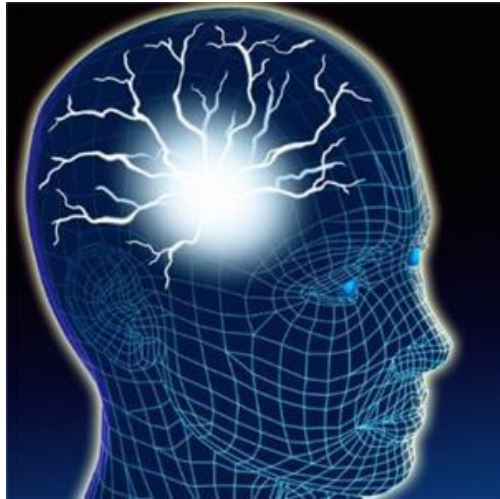
History Alive! p. 219-239 (Ch. 17 & 18)



III. Unit 1: Differentiated Assessment

-student-selected EQ & “project” format...40 points

Why are we here TODAY?



Objectives



Students will “jigsaw” and complete the Ch. 9 “telescoping the times,” then continue exploration of the differentiated assessment project.

Chapter 8: Life at the Turn of the 20th Century

Americans, p. 274-301; Alive!, Ch. 16 & 17

airplanes & Wright Brothers
African Americans (hangings?)
amusement parks (Coney Island,
Ferris wheel)
Booker T. Washington
Brooklyn Bridge
cameras & George Eastman
chain stores (catalog shopping)
Chicago World Fair
city life
civil rights
debt peonage
discrimination (immigrants)
electric transit
engineering
Entertainment
Frederick Law Olmstead

Gentleman's agreement
Henry Ford
Ida B. Wells
Jim Crow laws
leisure activities
NAACP
newspapers
Plessy vs. Ferguson
poll tax & voting restrictions
public education
segregation
spectator sports (baseball)
Skyscrapers
Tuskegee Institute
W.E.B. Du Bois (Niagara
Movement)
Women's rights?

Re-read “ttr,” SKIM text,
READ in textbooks about
interesting topics, and
SELECT “words” that you
can use to EXPLAIN the
EQs...

History Alive!

Ch. 13 & 14 ~ Ch. 6

Americans

Ch. 15 & 16 ~ Ch. 7

Americans

Ch. 16 & 17 ~ Ch. 8

Add new words?!?!

**Homework: Develop 12+ EQ words, examine Ch. 9 “ttr,” &
review project options**

Ch. 8: Life at the Turn of the 20th Century

p. 274-301

1. What technological changes at the turn of the twentieth century affected American life?

Skyscrapers made cities grow taller; steel bridges connected neighborhoods, states, etc.

Street cars (electric) made cities larger & easier to get around.

Use of airplanes speeded mail delivery.

Printing technology increased the number of books, magazines, and newspapers (camera!)

Ch. 8: Life at the Turn of the 20th Century

p. 274-301

2. How did education change in the late 1800s?

In the late 1800s, schools became compulsory in more states and the curriculum changed.

The number of kindergartens and high schools increased, as did the number of colleges.

Ch. 8: Life at the Turn of the 20th Century

p. 274-301

3. What discrimination was faced by minority groups in the late 1800s?

African Americans suffered the passage of Jim Crow laws in the South and faced discrimination in the North.

Mexican Americans suffered discrimination too (low wages). Laws prevented more Chinese from immigrating to the country (Chinese Exclusion Act). Japan and the US had a “gentlemen’s agreement.”

Ch. 8: Life at the Turn of the 20th Century

p. 274-301

4. What evidence of modern mass culture can you find near the turn of the twentieth century?

Modern mass culture was launched with the beginning of professional sports, movies, libraries, art museums, department stores, amusement parks, photography, and catalog shopping.

IN 2008

WE WILL USHER IN A NEW
**PROGRESSIVE
ERA**

BUILT UPON A FOUNDATION OF

**SOCIAL JUSTICE AND
ENVIRONMENTAL HARMONY**

THAT WILL CREATE AN EQUAL AND SUSTAINABLE SOCIETY
BASED ON EMPATHY
AND RESPONSIBILITY FOR SELF AND OTHERS IN A TIME OF UNRIVALED

FREEDOM AND PROSPERITY

FOR ALL

Ch. 9: The Progressive Era: (p. 304-339)

History Alive! Ch. 17 & 18 (p. 219-239)



Summary

TELESCOPING THE TIMES *The Progressive Era*

CHAPTER OVERVIEW *In the first two decades of the 1900s, Americans embrace the Progressive movement and many of its reforms.*

Review

1. Describe the four areas of Progressive reform.
2. How did women's lives change in the early twentieth century?
3. What policies did Teddy Roosevelt pursue?
4. Why did the Republican Party split, and what was the result?
5. What progressive reforms did Woodrow Wilson advance, and which did he do little or nothing to achieve?

Homework: Select ANY remaining “words” and complete the EQ “grid”...15 “answers”

Select project options (EQ 1-2+?...format?)

Friday, September 27, 2013

I. Ch. 9: The Progressive Era

“ttt” answers...questions???

II. Final words on Unit I: EQ Grid

III. Unit 1: Differentiated Assessment

-student-selected EQ & “project” format...40 points

Why are we here TODAY?



Objectives



Students will describe the goals, struggles, & achievements of the Progressive era, complete the Unit I EQ “words,” & then examine & discuss the differentiated assessment options.

Ch. 9: The Progressive Era: (p. 304-339)

History Alive! Ch. 17 & 18 (p. 219-239)



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1 The Origins of Progressivism

MAIN IDEA Political, economic, and social change in late 19th century America led to broad progressive reforms.

As the 1900s opened, reformers pushed for a range of changes to society in a movement called Progressivism, which had four major goals:

- Protecting social welfare by easing the ills of urban society. The YMCA built libraries and exercise facilities while the Salvation Army offered the urban poor food and nursery care.
- Promoting moral improvement, especially by working to ban alcoholic beverages. Prohibitionists—many of whom were members of the Woman's Christian Temperance Union (WCTU)—often came into conflict with immigrant groups. The saloons the reformers attacked served vital functions such as offering cheap meals in immigrant communities.
- Reforming the economy. Some criticized the vast wealth amassed by industrialists and the treatment of workers. Journalists called "muck-rakers" published stories about business corruption and unfair practices.
- Making business more efficient and profitable. Scientific management and the adoption of the assembly line for the manufacture of goods enabled factories to increase production.

Progressives also reformed politics at the local and state levels. Reform mayors routed corruption out of Detroit and Cleveland, among other cities. Wisconsin Governor Robert M. La Follette took steps to regulate businesses in his state. Reformers managed to pass laws in almost every state to ban child labor and limited the number of hours women could work. Reformers passed laws requiring the use of secret ballots in elections and allowing voters to remove elected officials from office. The Seventeenth Amendment allowed for voters to elect senators directly.

2 Women in Public Life

MAIN IDEA Women won new opportunities in labor and education that are enjoyed today.

On the nation's farms, women continued to play the vital roles they had filled earlier. They helped with the farm's crops and animals as well as cooking, cleaning, sewing, and child rearing. Many urban women who lacked education joined the workforce by becoming servants. African-American and unmarried immigrant women often used this route to employment. At the turn of the century, one in five American women held jobs outside the home; 25 percent worked in manufacturing. Half of them toiled in the garment industry. With the growth of business, more and more women worked in offices as stenographers and typists. As a result, more women sought high school educations to train for these jobs.

Many middle- and upper-class women joined groups aiming to promote culture. The number of women's colleges grew, and many who graduated from these colleges joined the reform movements. Major goals of these movements were making workplace and home safer. The National Association of Colored Women helped African Americans by creating nurseries, reading rooms, and kindergartens.

Many women joined in the effort to seek the right to vote, or suffrage. Spearheading the effort was the National American Woman Suffrage Association. Wyoming, in 1869, became the first state to grant this right to women. Some other western states followed suit. Another effort failed when the Supreme Court ruled that the Constitution did not guarantee women the right to vote. Women pushed for an amendment to the Constitution granting suffrage, but for the first two decades of the 1900s, it did not pass.

A. p. 307
HA p. 208

Ch. 9: The Progressive Era

p. 304-339



1. Describe the four areas of Progressive reform.

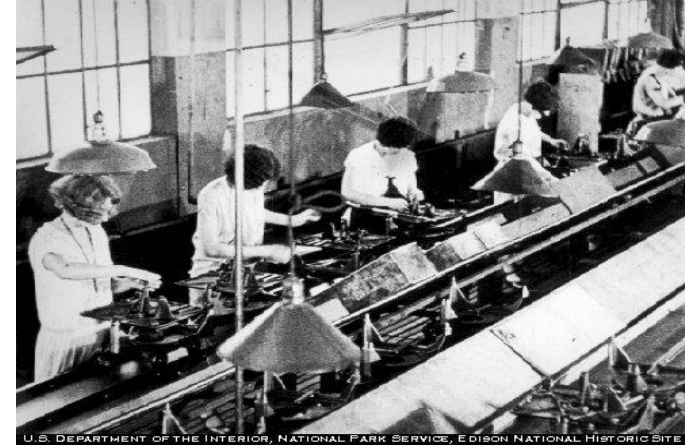
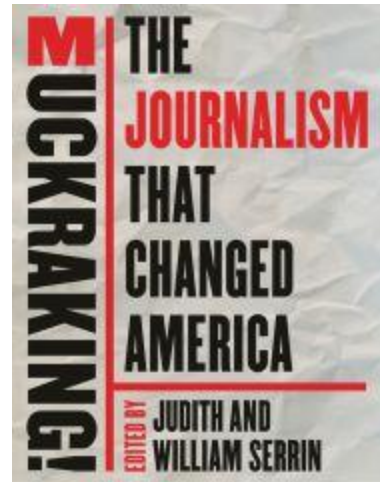
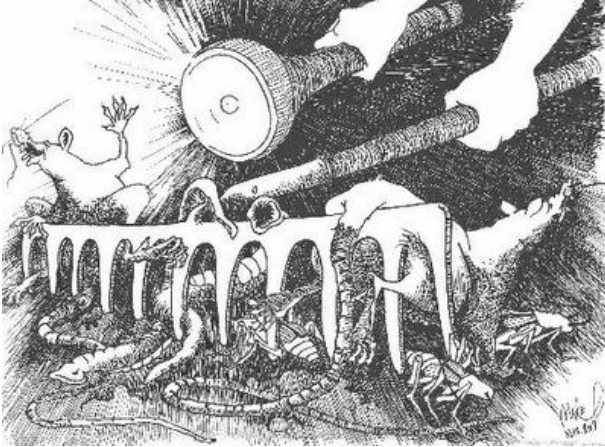
Social Welfare: Fixed problems in urban society. YMCA built libraries and places to exercise. The Salvation Army offered food and care for less fortunate people.

Moral Reform: Improved moral standings; Tried to ban alcohol (*Prohibition?*) and give meals to the hungry.

Reforming the Economy: Made businesses fair and trustworthy; printed pictures of unfair and unhealthy conditions, and corruption in large companies.

Business Efficiency: Science helped increase profit by making business more efficient with inventions like the assembly line.

1. Describe the four areas of Progressive reform.



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- Reforming the economy. Some criticized the vast wealth amassed by industrialists and the treatment of workers. Journalists called “muck-rakers” published stories about business corruption and unfair practices.
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Progressives also reformed politics at the local and state levels. Reform mayors routed corruption out of Detroit and Cleveland, among other cities. Wisconsin Governor Robert M. La Follette took steps to regulate businesses in his state. Reformers managed to pass laws in almost every state to ban child labor and limited the number of hours women could work. Reformers passed laws requiring the use of secret ballots in elections and allowing voters to remove elected officials from office. The Seventeenth Amendment allowed for voters to elect senators directly.

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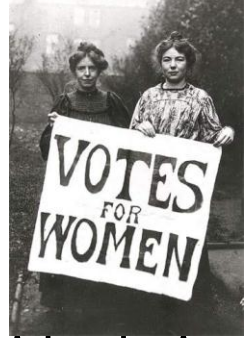
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HA-226-
216 227

Americans
313

Ch. 9: The Progressive Era

p. 304-339



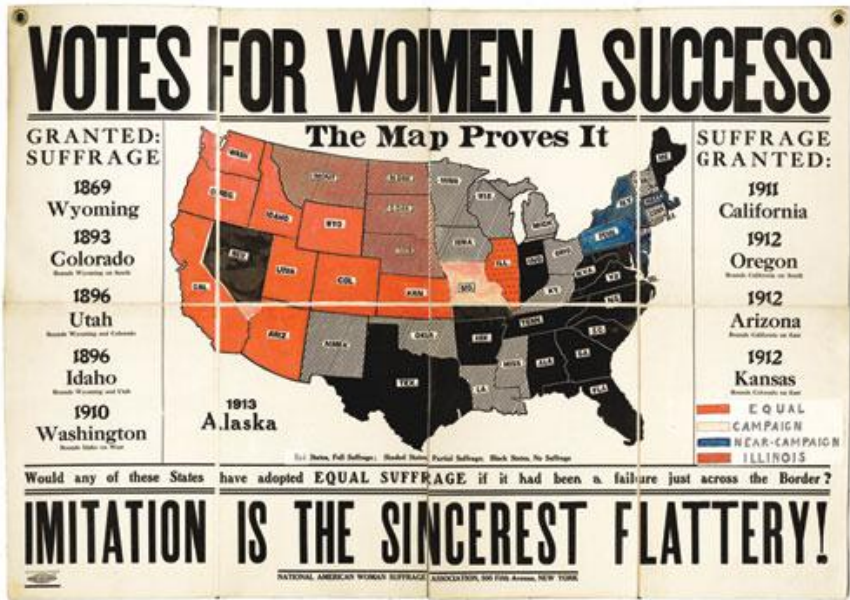
2. How did women's lives change in the early twentieth century?

Entered the Workforce in large #s: One in five women worked outside their home. 25% had manufacturing jobs (half of them worked in clothing). Growth of business meant more women in offices as typists and stenographers. Women started getting more respect and were allowed to get an education. Other jobs include phone operator and machine operator.

Formed advocacy groups: Many women joined groups aimed at promoting societal & cultural issues pertaining to females. **National Association of Colored Women** (NACW) and the **National American Woman Suffrage Association** (NAWSA) worked for female equality & the right to vote. Other goals of these movements were making work places and homes safer while advancing the women's status.

Suffrage = the right to vote... In 1869, Wyoming became the first state to grant suffrage to women ; **Susan B Anthony** was a leading proponent for women's suffrage; 19th Amendment (1920) = women in the US could vote in federal elections

1. How did women's lives change in the early twentieth century?



③ Teddy Roosevelt's Square Deal

MAIN IDEA As president, Theodore Roosevelt worked to give citizens a Square Deal through progressive reforms.

When President William McKinley was killed in 1901, Theodore Roosevelt became president. He showed great energy and bold decision making and won publicity. He launched a program of reforms called the "Square Deal." With his vigorous leadership, he changed the presidency.

Roosevelt thought that a more complex American society needed a powerful federal government. He intervened in a bitter 1902 coal strike to lead both sides to an agreement. He had the government sue business trusts to improve competition. He rushed through laws increasing the government's power to regulate railroads. His actions during a Pennsylvania coal strike set a precedent of government intervention when a strike threatened public welfare. After reading a book, *The Jungle*, that exposed poor sanitary practices in the meatpacking industry, Roosevelt gained passage of the Meat Inspection Act. The Pure Food and Drug Act banned food processors from adding dangerous chemicals to food or from making false claims regarding medicines. Roosevelt also took steps to preserve the nation's wild natural areas.

Roosevelt, though, did not back civil rights for African Americans. So black leaders, plus some white reformers, formed the National Association for the Advancement of Colored People (NAACP) in 1909 to push for full racial equality.

③ Progressivism Under Taft

MAIN IDEA Taft's ambivalent approach to progressive reform led to a split in the Republican Party and the loss of the presidency to the Democrats

William Howard Taft became president in 1909. He pursued many Progressive policies but more cautiously—and with less publicity—than Roosevelt. And he divided his own party.

One issue was the tariff. Taft wished to lower the tariffs. When conservatives in the Senate passed a weakened version of the measure, Taft signed it anyway and Progressives complained. He also angered conservationists by appointing officials who favored development of wild lands rather than preservation of them.

With the Republican Party split between reformers and conservatives, Democrats won control of the House for the first time in almost two decades. In 1912, Roosevelt tried to regain the

Republican nomination for president. Failing that, Roosevelt formed a third party—the Bull Moose party—and ran on a platform of reform.

The Democrats nominated reformer Woodrow Wilson, the governor of New Jersey. As Taft and Roosevelt bitterly denounced each other, Wilson won the election—and a Democratic majority in Congress. About three-quarters of the vote went to candidates in favor of economic reform.

③ Wilson's New Freedom

MAIN IDEA Woodrow Wilson established a strong reform agenda as a progressive leader.

A religious and scholarly man, Wilson stayed independent of party bosses and pursued his policies of reform called the "New Freedom." With the Clayton Anti-Trust Act of 1914, the government strengthened laws against business trusts and workers' rights. The Federal Trade Act created the Federal Trade Commission to investigate unfair business practices. Another law lowered tariffs. With decreased tariff revenues, the government began collecting taxes on workers' income. Wilson also secured passage of a law creating the Federal Reserve System to improve the nation's banking practices.

Meanwhile, women continued in their drive to win the right to vote. As of 1910, women's suffrage was approved in five states. Defeats in other states, though, led some women to try more militant tactics. Alice Paul organized a group that picketed the White House and the Democratic Party. Finally, the Nineteenth Amendment, ratified in 1920, gave women the right to vote.

Wilson did not push social reform ideas. He did little to support women's suffrage, nor did he help African Americans. In fact, he appointed southerners who took steps to extend segregation. Blacks who had voted for Wilson felt betrayed, and a meeting between Wilson and African-American leaders ended in anger.

Review

1. Describe the four areas of Progressive reform.
2. How did women's lives change in the early twentieth century?
3. What policies did Teddy Roosevelt pursue?
4. Why did the Republican Party split, and what was the result?
5. What progressive reforms did Woodrow Wilson advance, and which did he do little or nothing to achieve?

3.

A 318-325

HA 235

Ch. 9: The Progressive Era

p. 304-339

3. What policies did Teddy Roosevelt pursue?

Strong federal (national) government:

Governments sued businesses' trusts to improve competition
Increased regulation on railroads

- **"Trust-busting"**: Roosevelt filed suits under the Sherman Antitrust Act
- **Square Deal**: Roosevelt's programs of Progressive reform aimed to help those who had been victimized by big businesses. He added more power to the presidency as he used his **"bully pulpit"** to push agendas of interest to the nation & Americans

Government Intervention: He felt the president was a "steward of the people," so he pushed for laws making working conditions better. Intervened in 1902 PA Coal Strike

Regulate businesses- Passed Meat Inspection Act (1906), after reading *The Jungle* to stop filthy practices & prevent dangerous chemicals, rats, & feces from being added to food; Pure Food & Drug Act (1906)

Conserved wilderness- helped create national parks (1872-Yellowstone), preserved 148 million acres of land, & created over 50 wildlife sanctuaries

Theodore Roosevelt did NOT support equal civil rights for all Americans, but at the time no major political party or group did. NAACP formed in (1909)



③ Teddy Roosevelt's Square Deal

MAIN IDEA As president, Theodore Roosevelt worked to give citizens a Square Deal through progressive reforms.

When President William McKinley was killed in 1901, Theodore Roosevelt became president. He showed great energy and bold decision making and won publicity. He launched a program of reforms called the "Square Deal." With his vigorous leadership, he changed the presidency.

Roosevelt thought that a more complex American society needed a powerful federal government. He intervened in a bitter 1902 coal strike to lead both sides to an agreement. He had the government sue business trusts to improve competition. He pushed through laws increasing the government's power to regulate railroads. His actions during a Pennsylvania coal strike set a precedent of government intervention when a strike threatened public welfare. After reading a book, *The Jungle*, that exposed poor sanitary practices in the meatpacking industry, Roosevelt gained passage of the Meat Inspection Act. The Pure Food and Drug Act banned food processors from adding dangerous chemicals to food or from making false claims regarding medicines. Roosevelt also took steps to preserve the nation's wild natural areas.

Roosevelt, though, did not back civil rights for African Americans. So black leaders, plus some white reformers, formed the National Association for the Advancement of Colored People (NAACP) in 1909 to push for full racial equality.

③ Progressivism Under Taft

MAIN IDEA Taft's ambivalent approach to progressive reform led to a split in the Republican Party and the loss of the presidency to the Democrats

William Howard Taft became president in 1909. He pursued many Progressive policies but more cautiously—and with less publicity—than Roosevelt. And he divided his own party.

One issue was the tariff. Taft wished to lower the tariffs. When conservatives in the Senate passed a weakened version of the measure, Taft signed it anyway and Progressives complained. He also angered conservationists by appointing officials who favored development of wild lands rather than preservation of them.

With the Republican Party split between reformers and conservatives, Democrats won control of the House for the first time in almost two decades. In 1912, Roosevelt tried to regain the

Republican nomination for president. Failing that, Roosevelt formed a third party—the Bull Moose party—and ran on a platform of reform.

The Democrats nominated reformer Woodrow Wilson, the governor of New Jersey. As Taft and Roosevelt bitterly denounced each other, Wilson won the election—and a Democratic majority in Congress. About three-quarters of the vote went to candidates in favor of economic reform.

③ Wilson's New Freedom

MAIN IDEA Woodrow Wilson established a strong reform agenda as a progressive leader.

A religious and scholarly man, Wilson stayed independent of party bosses and pursued his policies of reform called the "New Freedom." With the Clayton Anti-Trust Act of 1914, the government strengthened laws against business trusts and workers' rights. The Federal Trade Act created the Federal Trade Commission to investigate unfair business practices. Another law lowered tariffs. With decreased tariff revenues, the government began collecting taxes on workers' income. Wilson also secured passage of a law creating the Federal Reserve System to improve the nation's banking practices.

Meanwhile, women continued in their drive to win the right to vote. As of 1910, women's suffrage was approved in five states. Defeats in other states, though, led some women to try more militant tactics. Alice Paul organized a group that picketed the White House and the Democratic Party. Finally, the Nineteenth Amendment, ratified in 1920, gave women the right to vote.

Wilson did not push social reform ideas. He did little to support women's suffrage, nor did he help African Americans. In fact, he appointed southerners who took steps to extend segregation. Blacks who had voted for Wilson felt betrayed, and a meeting between Wilson and African-American leaders ended in anger.

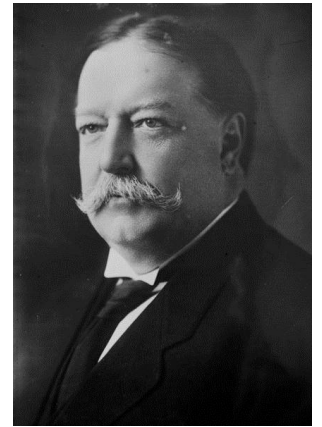
Review

1. Describe the four areas of Progressive reform.
2. How did women's lives change in the early twentieth century?
3. What policies did Teddy Roosevelt pursue?
4. Why did the Republican Party split, and what was the result?
5. What progressive reforms did Woodrow Wilson advance, and which did he do little or nothing to achieve?

328
A 329+330
HA 232
233

Ch. 9: The Progressive Era

p. 304-339



4. Why did the Republican party split, and what was the result?

Republicans and Progressives *weren't pleased* with William Howard Taft (1909-Republican President) because he passed a weakened measure of the Payne-Aldrich Tariff. Taft was not environmentally-friendly, and he selected officials who were in favor of developing wild land. Progressives looked for change and conservatives did not.

Because the republican party was split after TR re-entered the presidential election scene with the “Bull Moose Party,” Democrats won control of the White House in 1912 for the first time in 2 decades (1892-Grover Cleveland). Woodrow Wilson was president, and there was also a Democratic majority in congress.



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HA:233-239
A:332-337

Ch. 9: The Progressive Era

p. 304-339



5. What progressive reforms did Woodrow Wilson advance, and which did he do little or nothing to achieve?

“New Freedom” = progressive reform program attacking the triple wall of privilege: “trusts, tariffs, & high finance”

Banking- Wilson created the Clayton Anti-Trust Act in 1914 and created the Federal Reserve System to improve banking.

Business- He created the Federal Trade Commission to investigate unfair business practices; created a law to lower tariffs and taxed workers.

Women’s Rights- Although the 19th amendment, which allowed women to vote, was passed, he did little to support women’s suffrage.

African Americans- He did not support African American’s in social reform and elected Southern officials who wanted to extend segregation.

Chapter 9: The Progressive Era

Americans, p. 304-339; Alive!, Ch. 17 & 18

1902 Coal Strike
Big Business
Bull Moose Party
child labor
civil rights
Clayton Antitrust Act (1914)
conservation
discrimination
Eugene V. Debs
Federal Income Tax (16th Amendment)
Federal Reserve System
Federal Trade Commission (FTC)
Florence Kelley
Howard Taft
Ida M. Tarbell
initiative, referendum, & recall
Labor laws & unions
Lincoln Steffens
Meat Inspection Act
monopoly
muckrakers

NAACP
NACW
NAWSA
Progressives/Progressivism
Prohibition
Pure Food and Drug Act
reform
Salvation Army
scientific management
segregation
Seventeenth Amendment
Sherman Antitrust Act (1890)
social welfare
Suffragists & 19th Amendment
Susan B. Anthony
Theodore Roosevelt & Square Deal trusts
Upton Sinclair
Woman's Christian Temperance Union (WCTU)
Women's suffrage
Woodrow Wilson (New Freedom)
YMCA

Re-read “ttt,”
SKIM text, READ in
textbooks about
interesting topics,
and SELECT
“words” that you
can use to
EXPLAIN the EQs...

Unit I: Differentiated EQ Assessment

Industrialism & Reform

(40 possible points)

- Select either EQ 1 or EQ 2...
 - 1) Who benefits and who suffers during the times of profound economic change?
 - 2) How can people change society? (*Progressivism & Reform, plus ideals EQ 3*)
- Select an appropriate format/medium that best displays your understanding...*You decide WHAT & HOW to exhibit your ANSWER...*

EQ format/medium CHOICES

Based on your learning style & attributes as a student select from the following:

- _____ 1-2 page typed essay
- _____ “muckraker-like” letter to the editor (op-ed writing)
- _____ political cartoon or comic strip with title (*explanation/analysis required*)
- _____ Venn Diagram, T-chart, or “mental map” (*explanation/analysis required*)
- _____ collage with title and “explanatory key” or explanation/analysis
- _____ poem, short story, song, or rap
- _____ imaginary “dialogue” or conversation between historical individuals/groups
- _____ powerpoint slide show
- _____ podcast or other audio narrative
- _____ video reenactment or performance narrative
- _____ *EQ-specific crossword puzzles (*1-2 w/ clues (definitions) ONLY = proficiency at best; 1-2 w/ pictures & plan may be advanced*)
- _____ “visual” dictionary with cover (top 6-10 “words” with labeled illustrations and examples, plus “definitions” of all terms)
- _____ OTHER? *See me if you have a proposal that you would like to discuss*



Puck April 28, 1880 by Keppler