

# The Progressive Era

1890–1920



## ESSENTIAL QUESTION

How did Americans benefit from progressive reforms?

### CONNECT

### Geography & History

Why do you think some states allowed woman suffrage before other states?

Think about:

- 1 the location of most of the states that did not have woman suffrage
- 2 what the Western states have in common

Suffragist marching

Theodore Roosevelt helped preserve the wilderness in the West.

1890

Congress passes Sherman Antitrust Act.

**Effect** Enables government to prevent one company from controlling an entire industry.

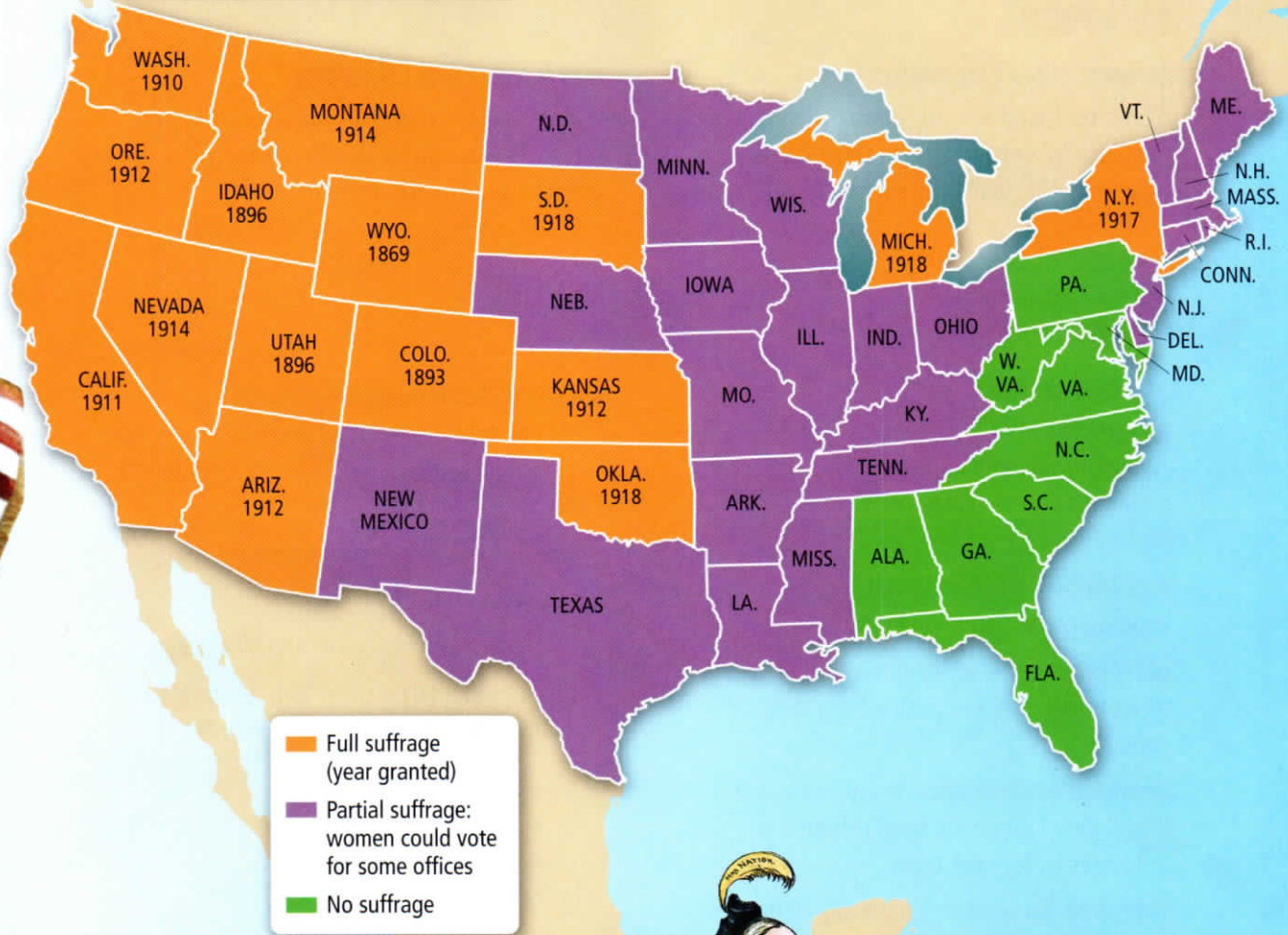
1901 President William McKinley is assassinated.

**Effect** Vice President Theodore Roosevelt becomes president.

1903 Wisconsin becomes the first state to have a direct primary.

## Woman Suffrage 1919

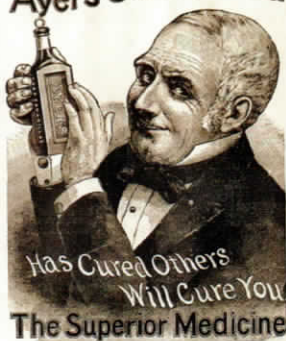
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Prohibitionist Carry Nation

**1906** Roosevelt signs the Pure Food and Drug Act.

**Ayer's Sarsaparilla**



The Pure Food and Drug Act made it illegal for advertisers to make false claims about food and drugs.

**1912** Woodrow Wilson is elected president.

**1914** Congress passes Clayton Antitrust Act.

**Effect** Encourages competition among businesses.

**1919** Eighteenth Amendment outlaws alcohol.

**1920**

Nineteenth Amendment grants women the right to vote.

# SECTION 1

## Reading for Understanding

### Key Ideas

#### BEFORE, YOU LEARNED

Americans faced social, economic, and political problems as the result of rapid changes in the last half of the 1800s.

#### NOW YOU WILL LEARN

Progressive reformers promoted social welfare, expanded democracy, and created economic reform.

### Vocabulary

#### TERMS & NAMES

**progressivism** (pruh•GREHS•ih•VIHZ•uhm) reform movements that sought to raise living standards and correct wrongs in American society

**muckraker** (MUHK•RAYK•er) writer who exposed corruption in American society

**patronage** (PA•truh•nihj) exchanging government jobs and contracts for political support

**Sherman Antitrust Act** law that made it illegal for corporations to gain control of industries by forming trusts

**Theodore Roosevelt** (ROH•zuh•VEHLT) president who led progressive reforms

#### BACKGROUND VOCABULARY

**direct primary** primary in which voters, not party conventions, choose candidates to run for public office

**conservation** controlling resource usage

#### REVIEW

**civil rights** rights granted to all citizens

**trust** legal body created to hold stock in many companies in the same industry

### Reading Strategy

Re-create the diagram shown here. As you read and respond to the **KEY QUESTIONS**, use the diagram to list details about each type of progressive reform. Add ovals or start a new diagram as needed.



See Skillbuilder Handbook, page R4.

#### MAIN IDEAS AND DETAILS



**GRAPHIC ORGANIZERS**

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# Roosevelt and Progressivism

## One American's Story

Nellie Bly worked as a reporter. In 1887, she faked mental illness so that she could become a patient at a women's asylum (uh•SY•luhm) in New York. Afterward, Bly wrote a newspaper article about what she had witnessed. She described being forced to take ice cold baths.

### PRIMARY SOURCE

“My teeth chattered and my limbs were goose-fleshed and blue with cold. Suddenly I got, one after the other, three buckets of water over my head—ice-cold water, too, into my eyes, my ears, my nose, and my mouth.”

—Nellie Bly, quoted in *Nellie Bly: Daredevil, Reporter, Feminist*

Bly reported that nurses choked and beat patients. Shortly after her stories appeared, conditions at the asylum improved.



Nellie Bly

## The Rise of Progressivism

▼ **KEY QUESTION** What problems did reformers seek to solve?

Bly was not the only one who wanted to correct society's wrongs. By the end of the 19th century and the beginning of the 20th century, Americans faced many problems as a result of the rapid growth of cities and industry. To attack these problems, some Americans organized political and social reform movements that came to be grouped under the label **progressivism**. Progressive reformers shared at least one of three basic goals: to promote social welfare; to expand democracy; and to create economic reform.

**Writers Expose Corruption** The progressive movement was helped by a new group of journalists who emerged around 1900. These journalists were called **muckrakers** because they tried to discover muck, or corruption, in society. The muckrakers fueled public demand for reform.

**Promoting Social Reform** Social reformers wanted to help the poor, the unemployed, immigrants, and workers. Some reformers started community centers that provided educational and employment services to immigrants and the poor. They also promoted minimum wage laws, limits on working hours, and help for the unemployed. Prohibitionists were reformers who worked to prevent the manufacture, sale, and transport of alcohol. The prohibitionists expanded the temperance movement of the 1800s.

**Expanding Democracy** Progressives wanted qualified workers to get government jobs based on their merits. Instead, officials often handed out jobs in exchange for political support. This practice was called **patronage**. The Pendleton Civil Service Act of 1883 forced candidates for some government jobs to pass an exam. The act also prevented officials from firing workers for political reasons.

Progressives thought officials would be more responsive to voters' interests if voters were directly involved in the government. In 1903, Wisconsin became the first state to have a **direct primary**, in which voters could choose candidates for public office. In Oregon, progressives pushed for direct primaries and three other democratic reforms:

- **Initiative** Voters may directly propose laws.
- **Referendum** Voters can approve proposed laws.
- **Recall** Elected officials can be voted out of office.

## CONNECT *Citizenship and History*

### COMMUNITY SERVICE

Since the United States began, citizens have shared concerns about their communities. Many citizens, such as Jane Addams, have identified problems and helped to solve them.

Eighth-grader Kelli Collins reads to first graders as part of National Youth Service Day, 2004.

Young citizens help their communities solve problems, too. National and Global Youth Service Day is a yearly event during which millions of students around the world design and lead service projects. Projects have included helping the elderly, protecting the environment, and providing food for the hungry. In Roswell, New Mexico, Kelli Collins and other middle school students read to first-graders regularly as part of a literacy project.

### Activity

#### How do you help your community?

- 1 In a small group, think about needs within your community. Make a list of those needs and choose one need to work on.
- 2 Gather information about the need.
- 3 After you gather information, brainstorm solutions. Create a plan to carry out one solution.
- 4 Present the need and your plan to the class.



See Citizenship Handbook, page 60.



**Creating Economic Reform** Progressive reformers wanted to limit the power of big business and regulate its activities. By the late 1800s, business leaders in some major industries had formed **trusts**. The businesses in a trust worked together to cut prices and squeeze out competitors. Then the trust would raise prices and make larger profits.

The **Sherman Antitrust Act** of 1890 made it illegal for corporations to gain control of industries by forming trusts. However, the government did not enforce the law at first. Enforcement required a strong president.

▲ **PROBLEMS AND SOLUTIONS** Identify problems that progressive reformers wanted to solve.

## Theodore Roosevelt's Square Deal

▼ **KEY QUESTION** What was Roosevelt's square deal?

Young **Theodore Roosevelt** led daring exploits in Cuba during the Spanish-American War. He returned a hero and became governor of New York in 1898. Only two years later, in 1900, Roosevelt became vice-president under William McKinley during McKinley's second term as president. However, McKinley died just six months later. In 1901, at the age of 42, Roosevelt became the youngest president the nation had ever had.

**Roosevelt—A Born Reformer** Roosevelt entered politics when he was just 23 years old and quickly became known for fighting corrupt political machines in New York. When Roosevelt became president, he turned his fight against corruption into a policy. Roosevelt felt government's purpose was to ensure fairness, or a "square deal," for workers, consumers, and big business.

### PRIMARY SOURCE

“When I say I believe in a square deal I do not mean, and nobody who speaks the truth can mean, that he believes it possible to give every man the best hand. . . . All I mean is that there shall not be any crookedness in the dealing.”

—Theodore Roosevelt, speech on April 5, 1905



## History Makers

### Theodore Roosevelt 1858–1919

Theodore Roosevelt was one of the most popular, controversial, and important presidents of the United States. Roosevelt was the first reformer president of the modern era. Many Americans, politicians and citizens alike, were afraid of the federal government gaining too much power. Not Roosevelt—he said, “I believe in a strong executive; I believe in power.” He used the power of the presidency to strengthen business regulation, support labor unions, promote social welfare, and conserve natural resources and wilderness. He also made the United States a major force in international affairs in the Western Hemisphere, Europe, and the Far East.

### CRITICAL THINKING

**Connect to Today** How do you think Theodore Roosevelt would address today's problems with the environment and conservation?



For more on Theodore Roosevelt, go to the **Research & Writing Center** @ [ClassZone.com](http://ClassZone.com)


Roosevelt began his reforms against “crookedness” by enforcing the Sherman Antitrust Act. Roosevelt was not against big business. However, he thought that industries should be regulated for the public good and he opposed any trust that he thought worked against the national interest.

At the end of 1901, the nation’s railroads were run by only a few companies. The power of railroads continued to grow. It was not surprising, therefore, that one of Roosevelt’s first targets was the railroads. He used the Sherman Antitrust Act to dissolve a railroad trust. Roosevelt also broke up the Standard Oil Company and a tobacco trust. During Roosevelt’s presidency, the government filed suit against 44 corporations for antitrust violations.

**Protecting Consumers** Roosevelt became concerned about the meat-packing industry after reading Upton Sinclair’s (UHP•tuhn sihn•KLAIR) *The Jungle*. The novel describes a packing plant in which dead rats end up in the sausage. Sinclair originally wanted to expose the poor sanitary conditions in which the meat-packers worked. Roosevelt launched an investigation of the meat-packing industry. In 1906, he signed the Meat Inspection Act. This act created a government meat inspection program. Roosevelt also signed the Pure Food and Drug Act. This law banned the sale of impure foods and medicines.

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**Conserving Natural Resources** Roosevelt was a strong crusader for **conservation**—controlling how America’s natural resources were used. Roosevelt preserved 194 million acres of public lands, including the Grand Canyon in Arizona, California’s Muir Woods, and the country’s first wildlife refuge at Pelican Island, Florida. He also created the U.S. Forest Service.

 **EVALUATE** Name the accomplishments of Roosevelt’s square deal.



Grand Canyon National Park, Arizona

What effect did Roosevelt’s conservation policies have on the Grand Canyon?

## Roosevelt’s Civil Rights Dilemma

 **KEY QUESTION** What was Roosevelt’s civil rights dilemma?

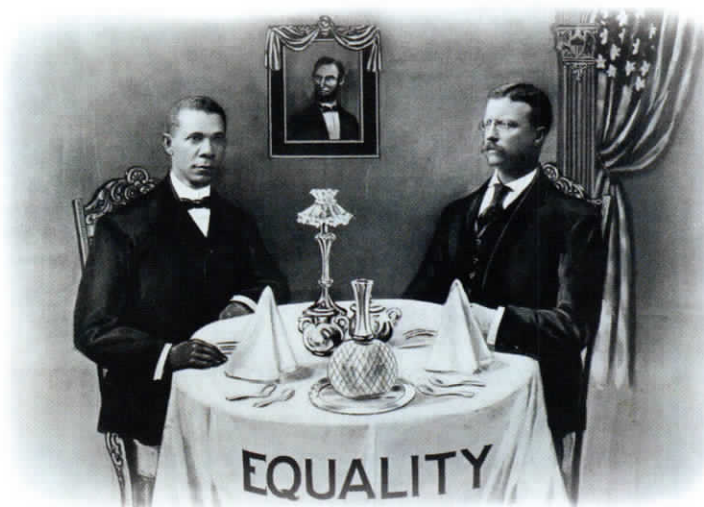
While Roosevelt tried to win a square deal for most Americans, he did not push for civil rights for African Americans. However, he personally felt that everyone should be treated fairly based on merit, regardless of race.

**A Man of His Time** Roosevelt, like other people of his time, did not believe in African-American suffrage. Yet some of his views on race relations were different from those of the average American. He believed that given the same opportunities as white Americans, African Americans would achieve equality. During Roosevelt’s first term as president, he appointed African Americans to Southern political offices, and denounced lynching.

**Fierce Opposition** On October 16, 1901, Roosevelt invited Booker T. Washington, founder of the Tuskegee (tuhs•KEE•gee) Institute, to stay for dinner after meeting at the White House. No other president had invited an African American to the White House. But Roosevelt decided to break precedent.

While African Americans saw the dinner as a great step towards racial equality, it angered many Southerners. Many Northern newspapers supported the dinner, while a newspaper in Memphis, Tennessee called the dinner an “outrage.” Roosevelt told Washington that he did not care what his critics said. Privately, the president worried that the dinner had hurt his chances for re-election. He never asked an African American to a White House dinner again.

Although Roosevelt was re-elected, he did no more to advance civil rights for African Americans. Roosevelt made no statement on the Atlanta race riot of 1906. He also discharged a large group of African American soldiers for allegedly conspiring to protect fellow African American soldiers wrongly accused of murder in Brownsville, Texas.



Booker T. Washington dined with President Theodore Roosevelt at the White House.

**Why was the dinner supported by some people and condemned by others?**

**MAIN IDEAS & DETAILS** Explain Roosevelt’s civil rights dilemma.



## Section Assessment

### ONLINE QUIZ

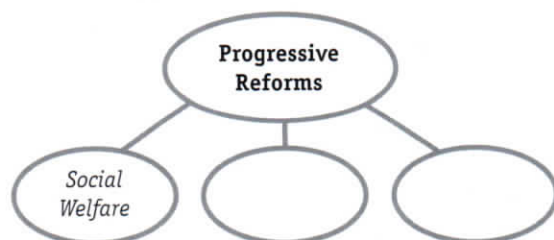
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### TERMS & NAMES

1. Explain the importance of
  - progressivism
  - Sherman Antitrust Act
  - muckraker
  - Theodore Roosevelt
  - patronage

### USING YOUR READING NOTES

2. **Main Ideas and Details** Complete the diagram you started at the beginning of this section. Then write a one-sentence summary of the most important points of this section.



### KEY IDEAS

3. How did progressives seek to expand democracy?
4. Explain how Theodore Roosevelt used his presidential power to further progressive reforms.

### CRITICAL THINKING

5. **Analyze Primary Sources** What did Theodore Roosevelt mean when he said he believed in a “square deal”?
6. **Connect to Today** In what ways do the reforms that President Roosevelt promoted affect your life today?
7. **Writing News Story** In the role of a muckraker, write a short news story about a need in your community.

## SECTION 2

# Reading for Understanding

## ▶ Key Ideas

### BEFORE, YOU LEARNED

Progressive reformers promoted social welfare, expanded democracy, and created economic reform.

### NOW YOU WILL LEARN

Progressive reforms continued under Presidents William Howard Taft and Woodrow Wilson.

## ▶ Vocabulary

### TERMS & NAMES

**William Howard Taft** Republican elected president in 1908

**Sixteenth Amendment** amendment that gave Congress the power to create income taxes

**Seventeenth Amendment** amendment that provided for direct election of U.S. senators

**Bull Moose Party** progressive political party in 1912 presidential election

**Clayton Antitrust Act** legislation that strengthened the Sherman Antitrust Act's power

**Federal Reserve Act** law that created the modern banking system

### BACKGROUND VOCABULARY

**revenue** income

### REVIEW

**socialism** system in which the state controls the economy

**William Jennings Bryan** Democratic candidate in 1908 presidential election

**segregation** racial separation

### Visual Vocabulary

Bull Moose  
Party buttons



## ▶ Reading Strategy

Re-create the diagram shown here. As you read and respond to the **KEY QUESTIONS**, use the diagram to compare and contrast the progressive reform efforts of Presidents Taft and Wilson.



See Skillbuilder Handbook, page R8.

### COMPARE AND CONTRAST

Taft	Wilson
• antitrust	• antitrust



**GRAPHIC ORGANIZERS**

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# Taft and Wilson As Progressives

## One American's Story

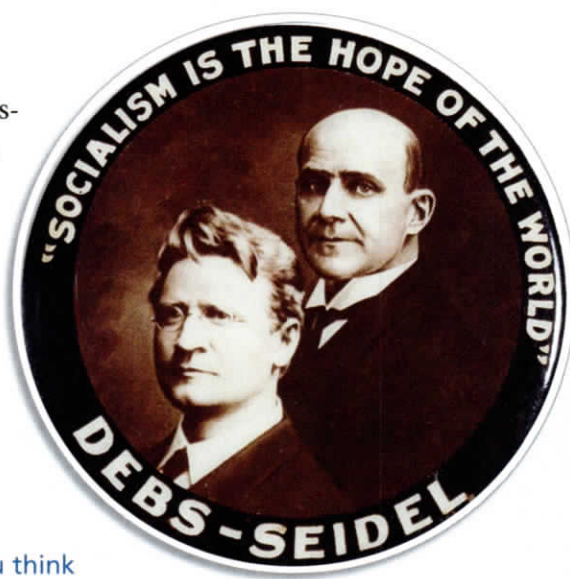
During the Progressive Era, many Americans became disturbed by the problems caused by capitalism. Some even turned to **socialism**. This is a system in which the state controls the economy. Labor leader Eugene V. Debs (See Chapter 2, page 131) became a socialist while serving time in prison for his role in an 1894 labor strike.

Debs ran for president in 1900, 1904, 1908, 1912, and 1920. In his 1908 campaign, he urged American workers to consider what competition was like in a capitalist system.

### PRIMARY SOURCE

“Competition was natural enough at one time, but do you think you are competing today? . . . Against whom? Against Rockefeller? About as I would if I had a wheelbarrow and competed with the Santa Fe [railroad] from here to Kansas City.”

—Eugene V. Debs, from a speech given in Girard, Kansas



Eugene V. Debs (*right*) was the Socialist candidate for president five times. This button is from his 1912 campaign.

## Taft and Progressivism

**KEY QUESTION** How did Taft continue Roosevelt's progressive policies?

In the 1908 election, Debs and Democrat **William Jennings Bryan** ran against Republican **William Howard Taft**. Neither candidate stood much of a chance against Taft. Roosevelt had handpicked Taft to carry on his own progressive policies.

**Taft As Roosevelt's Heir** Taft continued Roosevelt's attack on trusts. During four years in office, Taft pursued almost twice as many antitrust suits as Roosevelt had in nearly eight years. Although Taft's policies angered conservationists, he made democratic, social welfare, and economic reforms.

## Connecting History

### Judicial Power

During the Civil War era, Congress instituted temporary federal income taxes until 1872. In 1894, the Supreme Court ruled that aspects of federal income taxes were unconstitutional.

**Two Progressive Amendments** Two of the major progressive achievements under President Taft were constitutional amendments. The **Sixteenth Amendment** was passed in 1909 and ratified in 1913. It gave Congress the power to create federal income taxes. Before this, the Constitution did not allow federal taxes on an individual's income. This amendment was intended to spread the cost of running the government among more people. The income tax soon became an important source of federal revenue.

The **Seventeenth Amendment** gave voters the right to elect senators directly. Formerly, state legislatures had chosen U.S. senators. Under this system, many senators gained their positions through corrupt bargains. The Seventeenth Amendment gave people a more direct voice in the government.

 **SUMMARIZE** Summarize the progressive policies achieved under President Taft.

## Wilson and Progressivism

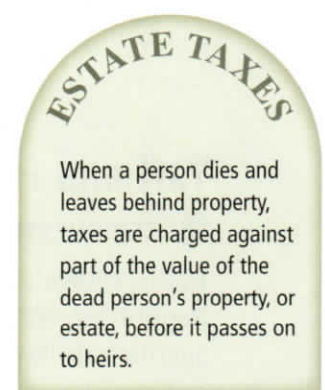
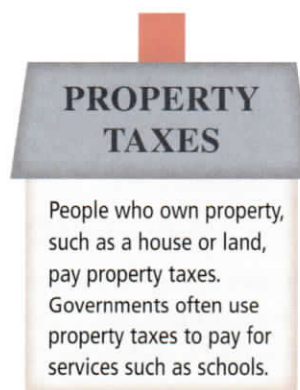
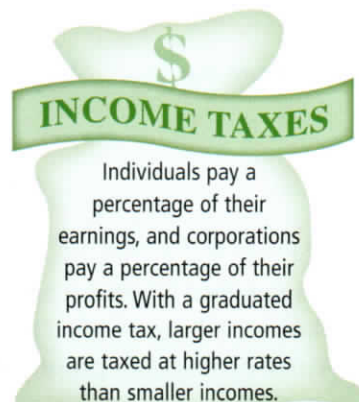
 **KEY QUESTION** What did Wilson contribute to the progressive movement?

During Taft's presidency, a split developed between Taft and other progressive Republican leaders. Many of these leaders supported Theodore Roosevelt, who entered the 1912 presidential race as a candidate for the new, progressive **Bull Moose Party**. The Democrats chose Woodrow Wilson (WUD•roh WIHL•suhn), governor of New Jersey, as their candidate. With Republicans deeply divided, Wilson won the election.

## CONNECT Economics & History

### TYPES OF TAXES

Today, federal, state, and local governments use tax revenues to pay for the services that they provide. The income tax is only one of several taxes governments use to raise money.



### CRITICAL THINKING

1. **Categorize** What kinds of taxes do businesses pay?
2. **Compare and Contrast** How do sales taxes differ from income taxes?

**Wilson's Economic Reforms** At Wilson's urging, Congress passed the **Clayton Antitrust Act** of 1914. The new law further prohibited monopolies and business practices that lessened competition. A business, for example, could no longer buy a competitor's stock. The Clayton Act gave the government more power to regulate trusts. In addition, the Clayton Act allowed labor unions to expand and legalized strikes.

Under Wilson, Congress also reformed the nation's financial system. In 1913, the **Federal Reserve Act** created the modern banking system, led by the Federal Reserve Board (the "Fed"). The Fed oversees 12 regional Federal Reserve Banks and makes sure that money is distributed where it is most needed. These are bankers' banks that serve consumer banks. The Federal Reserve Act created a more flexible currency system by allowing banks to control the money supply. To raise money, the Fed lowers the interest rate that it charges member banks. These banks then borrow more from the Fed, and thus have more money to lend to people and businesses.

**Wilson's Failure in Civil Rights** While Roosevelt's attitude toward African Americans was progressive for his time, Wilson's was not. Wilson was from the South. He personally believed in **segregation**—the practice of keeping whites and African Americans apart. In his presidential campaign, Wilson spoke of his "willingness and desire to deal with [African Americans] fairly and justly." After he was elected, however, Wilson approved segregation in the federal government. During his presidency, white Southerners gained the most federal support they had had since the Civil War.

 **COMPARE AND CONTRAST** Compare Wilson and Roosevelt as progressives.



## Section Assessment



### ONLINE QUIZ

For test practice, go to  
Interactive Review @ [ClassZone.com](http://ClassZone.com)

### TERMS & NAMES

- Explain the importance of
  - William Howard Taft
  - Sixteenth Amendment
  - Seventeenth Amendment
  - Bull Moose Party
  - Clayton Antitrust Act
  - Federal Reserve Act

### USING YOUR READING NOTES

- Compare and Contrast** Complete the diagram you started at the beginning of the section. Then answer the following question: Who was more effective at reforming society, Taft or Wilson?

Taft	Wilson
• <i>antitrust</i>	• <i>antitrust</i>

### KEY IDEAS

- What was the purpose of the Sixteenth Amendment?
- How did the Clayton Antitrust Act change business?

### CRITICAL THINKING

- Make Inferences** Why did progressive presidents do little to advance African Americans' civil rights?
- Evaluate** What was the most important progressive reform achieved under Presidents Taft and Wilson? Explain.
- Writing Speech** Use the library or the Internet to learn more about the Bull Moose Party. Then write a presidential campaign speech from the point of view of a Bull Moose Party member endorsing Theodore Roosevelt in the 1912 election.

# SECTION 3

## Reading for Understanding

### Key Ideas

#### BEFORE, YOU LEARNED

Progressive reforms continued under Presidents William Howard Taft and Woodrow Wilson.

#### NOW YOU WILL LEARN

During the Progressive Era, women became leaders in reform movements and won the right to vote.

### Vocabulary

#### TERMS & NAMES

**Carry A. Nation** fought for prohibition

**prohibition** (PROH•uh•BIHSH•uhn) legal ban on the production, possession, and sale of alcohol

**Eighteenth Amendment** constitutional amendment enacting Prohibition

**Susan B. Anthony** fought for woman suffrage

**Carrie Chapman Catt** president of National American Woman Suffrage Association

**Nineteenth Amendment** constitutional amendment that gave women the vote

#### BACKGROUND VOCABULARY

**settlement house** community center providing help to immigrants and the poor

#### REVIEW

**Jane Addams** founded Hull House

**suffrage** right to vote



Visual Vocabulary Carry Nation cartoon

### Reading Strategy

Re-create the diagram shown here. As you read and respond to the **KEY QUESTIONS**, use the diagram to record the causes and effects of women's changing roles in society.



See Skillbuilder Handbook, page R7.

#### CAUSE AND EFFECT

##### CAUSE

New Technology

##### CAUSE

##### EFFECT

Homemakers have more time.



GRAPHIC ORGANIZERS

Go to Interactive Review @ [ClassZone.com](http://ClassZone.com)

# Women Win New Rights

## One American's Story

In the 1890s, Lillian Wald was teaching a home nursing class at a school for immigrants in New York City. One day a child asked Wald to help her sick mother. Following the child home, Wald was shocked by what she saw.

### PRIMARY SOURCE

“Over broken asphalt, over dirty mattresses and heaps of refuse we went. The tall houses reeked with rubbish. . . . There were two rooms and a family of seven not only lived here but shared their quarters with boarders.”

—Lillian Wald, quoted in *Always a Sister*

Inspired to help such poor immigrants, Wald founded the Nurses' Settlement. This was later called the Henry Street Settlement. The Settlement aimed to help children, families, and the poor by providing nurses' training, educational programs for the community, youth clubs, and children's summer camps. It also opened one of New York City's earliest playgrounds.



Lillian Wald

## New Roles for Women


**KEY QUESTION** How did women's lives change in the late 1800s?

At the turn of the century, middle-class women were looking for new roles outside the home. At the same time, middle-class homes were changing. Families were becoming smaller as women had fewer children. New products and inventions reduced some of the work of homemaking, which was done mostly by women and servants.

**New Industries and Technology** Factories now produced soap, clothing, canned food, and other goods that had been homemade. New technology, such as indoor running water and vacuum cleaners, made it possible for homemakers to wash clothes, clean, and cook in less time and with less effort than before.

**New Opportunities** Charlotte Perkins Gilman was an influential writer on women's rights. She wanted to free women from housework to pursue new opportunities. In *Concerning Children* (1900) and *The Home* (1903), she proposed that families live in large apartments. These would have centralized nurseries and a staff devoted to cooking, cleaning, and child-care. According to Gilman, this support would free women to work outside the home.

Some women who took jobs outside of the home worked as telephone operators, store clerks, and typists. Those with a college education could enter fields such as teaching and nursing. Women who could afford to were expected to quit their jobs when they married. In 1890, approximately 30 percent of women between the ages of 20 and 24 worked outside the home. However, only about 15 percent between the ages of 25 and 44 did so.

 **CAUSES AND EFFECTS** Explain what led middle-class women's lives to change in the Progressive Era.

## COMPARING The Growth of Women's Rights



**Abigail Adams** tells her husband John that women "will not hold ourselves bound by any Laws in which we have no voice" as he helps plan the U.S. government.



**Territory of Wyoming** passes first woman suffrage law in the U.S.

1769

1776

1848

1869

**Colonies adopt English laws** that state "the husband and wife are one person in the law," and ban married women from voting. Unmarried women who own property can vote in most colonies.

**First women's rights convention** takes place in Seneca Falls, New York.



## Women and Progressivism

**KEY QUESTION** On what social problems did Jane Addams and other women work?

The social reforms that many middle-class, college-educated women took part in were focused on helping people. These reforms included the establishment of **settlement houses**—community centers that provided help to immigrants and the poor—and working to pass prohibition.

**Jane Addams and Hull House** **Jane Addams** (See History Maker on page 116) was a good example of a progressive female leader. After graduating from college, Addams sought a meaningful way to participate in society. A visit to a settlement house in a London slum inspired her to start a similar program in Chicago aided by her friend Ellen Gates Starr.

With donations from wealthy Chicagoans, Addams and Starr opened Hull House in a poor, immigrant neighborhood. Hull House served as an information bureau for new immigrants. It also helped the unemployed find jobs. It offered a kindergarten, a day nursery, after-school youth clubs, health clinics, and citizenship classes. Many of the programs were run by the young women residents. Hull House workers also pressured politicians for improved city services for the neighborhood.

The timeline features a central horizontal bar with years 1920, 1945, 1964, 1972, and 1982. Above the bar, a group of women in early 20th-century attire holds signs for the Nineteenth Amendment. To the right, a circular graphic displays the text 'SI \* OUI NAI \* TAK ERA YES SI \* JA' with Japanese characters. Below the bar, a woman in a red 'HARBOURVILLE FOOTBALL' jersey holds a football helmet. To the right, a circular graphic displays the text 'SI \* OUI NAI \* TAK ERA YES SI \* JA' with Japanese characters. Below the bar, a woman in a red 'HARBOURVILLE FOOTBALL' jersey holds a football helmet. To the right, a circular graphic displays the text 'SI \* OUI NAI \* TAK ERA YES SI \* JA' with Japanese characters.

**1920** **Nineteenth Amendment** gives women the vote.

**1945** Women make up 30 percent of work force during World War II.

**1964** **Civil Rights Act** prohibits discrimination against women by any company with 25 or more employees.

**1972** **Title IX** bans gender discrimination in educational programs receiving federal funds.

**1982** **Equal Rights Amendment** fails to be ratified.

**CRITICAL THINKING Summarize** What important rights have women gained in America?



## History Makers

### Susan B. Anthony 1820–1906

Susan B. Anthony was born into a Quaker family in Massachusetts. Quakers believe in the equality of men and women, and Anthony's father made sure his daughters received the same education as his sons. Anthony became a teacher. She was once fired for complaining about earning less than a man was paid for the same work. Anthony left teaching to focus full-time on women's rights and other reform efforts.

Anthony noticed that the Fourteenth Amendment referred to citizens as persons, not just men. She thought this could mean that women had the right to vote. In 1872, Anthony voted in the presidential election. She was arrested, tried, and found guilty. Her punishment was a large fine, which she refused to pay. Anthony fought for woman suffrage for over 45 years. At times she despaired that the movement would ever succeed. But she never gave up hope. In her last speech, she said, "Failure is impossible." The Nineteenth Amendment was ratified 14 years after Anthony's death.

### CRITICAL THINKING

**Connect to Today** What social issues do you think Susan B. Anthony would be concerned about today? Why?



For more on Susan B. Anthony, go to the **Research & Writing Center** @ [ClassZone.com](http://ClassZone.com)

These programs were run by a group of young men and women residents and volunteers. The residents of Hull House received no salary and had to pay for their room and board.

**Prohibition** Another prominent, but controversial, progressive leader was **Carry A. Nation**. She campaigned for **prohibition**—a ban on the production and sale of alcohol. Nation had once been married to an alcoholic. Tall and strong, she adopted dramatic methods in her opposition to alcoholic beverages. In the 1890s, she smashed saloons with a hatchet. She was often arrested. Although some people criticized Nation, her efforts helped bring about passage in 1919 of the **Eighteenth Amendment**, which made Prohibition the law of the land.

**MAIN IDEAS & DETAILS** Name the social problems on which progressive women worked.

## Suffrage for Women

**KEY QUESTION** How did women finally obtain the right to vote?

Many women progressives were active in the struggle for woman **suffrage**, or the right to vote. American women fought longer for the right to vote than they did for any other reforms.

**Women Unite** In 1890, two separate woman suffrage groups merged to form the National American Woman Suffrage Association (NAWSA). Elizabeth Cady Stanton served as its first president. Two years later, in 1892, **Susan B. Anthony** became president. She held the position until 1900. Expressing their frustration over the difficulty of gaining suffrage, Stanton and Anthony wrote, "Words can not describe the indignation... a proud woman feels for her sex in [being deprived of the right to vote]."

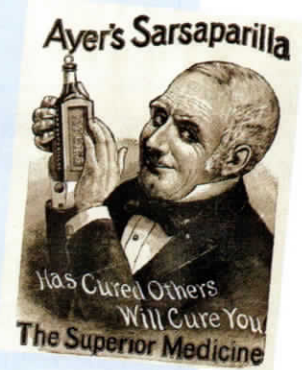
NAWSA at first focused on state campaigns to win the right to vote, since earlier efforts at passing a federal amendment had failed. But by 1896, only four states allowed women to vote. These were Wyoming, Utah, Idaho, and Colorado. Between 1896 and 1910, women did not gain the right to vote in a single state. Then, between 1910 and 1914, seven more Western states approved full suffrage for women (See suffrage map on page 141).

**The Nineteenth Amendment** The Western successes turned the tide in favor of woman suffrage. The United States' entry into World War I in 1917 pushed the nation to take the final step. During the war, membership in NAWSA reached 2 million. **Carrie Chapman Catt**, president of NAWSA, supported President Wilson and volunteered NAWSA's services to the government in case it entered the war. She may have believed

## CONNECT to the Essential Question

How did Americans benefit from progressive reforms?

	PROBLEM	SOLUTION
POLITICAL	Government officials respond to special interests instead of public interests	direct primary, initiative, referendum
	Corrupt politicians	recall, Pendleton Civil Service Act, Seventeenth Amendment
	Women lack equal rights	Nineteenth Amendment grants women the right to vote
ECONOMIC	Unfair business practices	Sherman Antitrust Act, Clayton Antitrust Act
	Unhealthy food and medicines	Meat Inspection Act, Pure Food and Drug Act
	Loss of wilderness and nature due to the spread of industry	T. Roosevelt creates Forest Service, establishes wildlife refuges, national parks, and national monuments
	Lack of government funds	Sixteenth Amendment creates income tax
SOCIAL	Unstable banking system	Federal Reserve Act
	Alcoholism	Eighteenth Amendment bans production and sale of alcohol
	Poverty, poor healthcare, and lack of education among immigrants and the working class	settlement houses



**CRITICAL THINKING Evaluate** Which progressive reform produced the greatest benefit for Americans?

## Progressive Amendments

16th	Federal income tax
17th	Senators elected by people rather than state legislatures
18th	Manufacture, sale, or transport of alcohol prohibited
19th	Woman suffrage

that by helping President Wilson with the war effort, she could ask for his support of woman suffrage. President Wilson urged the Senate to pass a woman suffrage amendment. He called its passage “vital to the winning of the war.”

In 1918, the House gave women full voting rights by passing the **Nineteenth Amendment**. The Senate approved the amendment in 1919. For the final state campaigns, women staged marches, parades, and rallies. In 1920, the states ratified the Nineteenth Amendment and made it law.

### PRIMARY SOURCE

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.”

—The Nineteenth Amendment to the U.S. Constitution

Charlotte Woodard had attended the first women’s rights convention in 1848 at Seneca Falls as a teenager. In 1920, the 91-year-old Woodard voted in a presidential election for the first time.

 **SEQUENCE EVENTS** List the order of events that led to woman suffrage.

## 3

### Section Assessment



#### ONLINE QUIZ

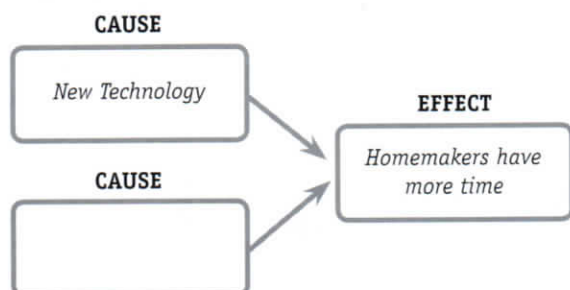
For test practice, go to  
Interactive Review @ [ClassZone.com](https://www.classzone.com)

#### TERMS & NAMES

- Explain the importance of
  - Carry A. Nation
  - prohibition
  - Eighteenth Amendment
  - Susan B. Anthony
  - Carrie Chapman Catt
  - Nineteenth Amendment

#### USING YOUR READING NOTES

- Causes and Effects** Complete the diagram of causes and effects you started at the beginning of this section. Then decide which cause had the greatest impact on women’s lives.



#### KEY IDEAS

- How did women’s roles in society expand in the Progressive Era?
- In what ways did settlement houses serve their communities?
- What voting rights did women have prior to 1920?

#### CRITICAL THINKING

- Compare and Contrast** Compare the struggle for woman suffrage to African Americans’ struggle for equal rights.
- Make Inferences** How did technological advances and social reform movements affect poor women?
- Writing Report** Research the history of woman suffrage in a country such as Australia, India, or South Africa. Write a brief report on your findings.



## Chapter Summary

### 1 Key Idea


Progressive reformers promoted social welfare, expanded democracy, and created economic reform.

### 2 Key Idea

Progressive reforms continued under Presidents William Howard Taft and Woodrow Wilson.

### 3 Key Idea

During the Progressive Era, women became leaders in reform movements and won the right to vote.

 For detailed Review and Study Notes go to **Interactive Review** @ **ClassZone.com**

## Name Game

Use the Terms & Names list to complete each sentence online or on your own paper.

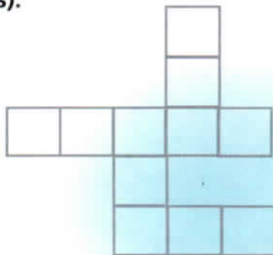
- As president, I was a strong supporter of conserving natural resources. **Theodore Roosevelt**
  - The 20th century movement to correct societal problems was called \_\_\_\_.
  - Ratified in 1913, the \_\_\_\_ enabled Congress to levy and collect income taxes.
  - In the 1912 election, progressive Republican leaders formed the \_\_\_\_.
  - Writers who exposed corruption and wrongdoing were known as \_\_\_\_.
  - As Roosevelt's successor as president, I continued to challenge big business in America. \_\_\_\_
  - Exchanging jobs for political support, or \_\_\_\_, was popular during the 1870s and 1880s.
  - As an advocate for equality between men and women, I fought for women's suffrage for over 45 years. \_\_\_\_
  - Passed by the House in 1918, the \_\_\_\_ gave women in America the right to vote.
  - The \_\_\_\_ made it illegal for corporations to control industries.
- Sherman Antitrust Act
  - Theodore Roosevelt
  - Seventeenth Amendment
  - Progressivism
  - William Howard Taft
  - Sixteenth Amendment
  - Clayton Antitrust Act
  - muckrakers
  - Federal Reserve Act
  - Patronage
  - Susan B. Anthony
  - Carrie Chapman Catt
  - Bull Moose Party
  - Prohibition
  - Nineteenth Amendment

## Activities

### CROSSWORD PUZZLE

#### ACROSS

1. I helped improve conditions at a women's asylum (two words).

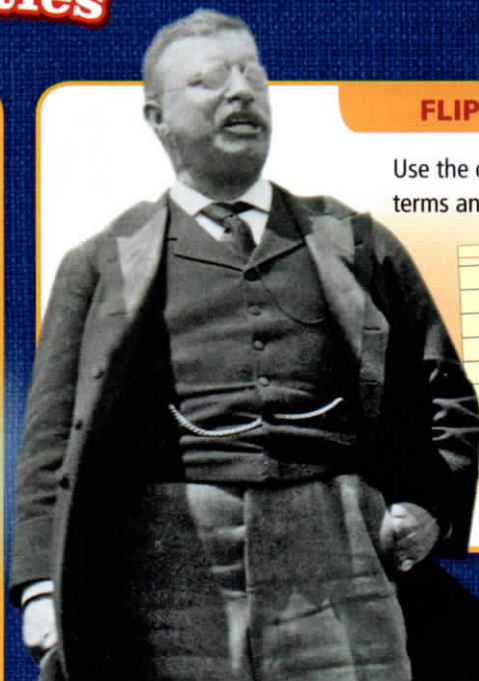


### FLIPCARD

Use the online flip cards to quiz yourself on the terms and names introduced in this chapter.

I signed the Pure Food and Drug Act of 1906 while I was president.

ANSWER  
Theodore Roosevelt



## VOCABULARY

Write the term or name that correctly fills in the blank in each of the following sentences.

1. Upton Sinclair wrote a novel describing the \_\_\_\_\_ industry.
2. \_\_\_\_\_ was the first state to establish a direct primary.
3. In 1914 Congress passed the \_\_\_\_\_ to regulate trusts and help organized labor.
4. \_\_\_\_\_ was the second president of the National American Woman Suffrage Association.
5. The states ratified the \_\_\_\_\_ in 1920, giving women the vote.

For each of the following pairs, explain the impact that the person had on the event.

6. Theodore Roosevelt; Meat Inspection Act
7. Woodrow Wilson; Federal Reserve Act
8. Carry A. Nation; prohibition

## KEY IDEAS

### 1 Roosevelt and Progressivism (pages 142–147)

9. What were three goals that progressive reformers shared?
10. What reforms were part of Roosevelt's square deal?

### 2 Taft and Wilson As Progressives (pages 148–151)

11. In what areas did Taft achieve a more progressive record than Roosevelt?
12. What happened to African Americans' civil rights during Wilson's presidency?

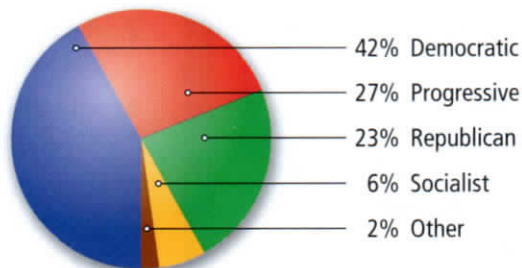
### 3 Women Win New Rights (pages 152–158)

13. How did women work for change in the late 1800s?
14. What organization played an important role in obtaining woman suffrage?

## CRITICAL THINKING

15. **Make Inferences** How might the 1912 presidential election have been different if some Republicans had not left their party to form the Progressive Party?

**Presidential Election of 1912**



16. **Evaluate** Which president do you think was most effective—Roosevelt, Taft, or Wilson? Why?
17. **Analyze Point of View** Why might women at the turn of the century have considered suffrage a cause worth devoting their lives to?
18. **Problems and Solutions** Explain whether you think Hull House was an effective solution to poverty.
19. **Analyze Political Cartoons** Look at the political cartoon below. The words on the peoples' chests read "R.R. Trust," "Oil Trust," and "Everything in General." Explain what Roosevelt is doing in the cartoon below.



NO MOLLY-CODDLING HERE



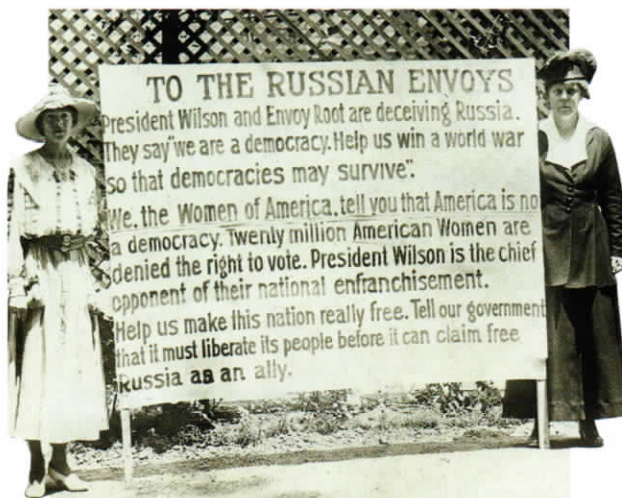
- Online Test Practice @ [ClassZone.com](http://ClassZone.com)
- Test-Taking Strategies & Practice at the front of this book

## DOCUMENT-BASED QUESTIONS

### PART 1: Short Answer

Analyze each document, and answer the questions that follow.

#### DOCUMENT 1



1. Read the sign above. Why do these women believe that the United States is not a democracy?

#### DOCUMENT 2

##### PRIMARY SOURCE

“The Settlement . . . is an experimental effort to aid in the solution of the social and industrial problems which are engendered by the modern conditions of life in a great city. . . It is an attempt to relieve, at the same time, the over accumulation at one end of society and the destitution at the other . . .”

—Jane Addams, quoted in *Twenty Years at Hull House*

2. What were some of the problems that Jane Addams and other settlement house workers tried to solve?

### PART 2: Essay

3. In two or three short paragraphs, explain why women were essential to the progressive movement. Use information from your answers to Part I and your knowledge of U.S. history.

## YOU BE THE HISTORIAN

20. **WHAT IF?** How do you think the United States might be different today if Theodore Roosevelt had not made the conservation efforts he did?
21. **Causes and Effects** Susan B. Anthony never married, and disapproved of suffragist leaders who did. Why do you think Anthony saw marriage as incompatible with the cause of woman suffrage?
22. **Analyze Point of View** Prior to the Sixteenth Amendment, the federal government was financed by taxes on imports, inheritances, and the sale of various goods. How do you think Americans reacted to the income tax?
23. **Predict** Do you think prohibition had the potential to succeed? Why or why not?
24. **Make Inferences** Why did the fight for woman suffrage last so long?



Answer the

## ESSENTIAL QUESTION

### How did Americans benefit from Progressive reforms?

**Written Response** Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as the most significant changes in the lives of Americans at the turn of the century. Use the Response Rubric below to guide your thinking and writing.

#### Response Rubric

A strong response will

- describe the three basic goals of progressives
- explain how changes affected Americans of differing social classes
- discuss contributions by specific individuals
- analyze the role of government in reform