High School U.S. History
Progressive Era
Content Module

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Note: Arrows have been placed throughout the module to indicate areas where students should interact with the module.
Progressive Era Content Module

This guide is designed to walk you through the Progressive Era unit. As you read about the Progressive Era you will be answering questions, completing activities, and making connections as to the cause and effect relationship between the Gilded and Progressive eras.

Preview of the Progressive Era

As you read, underline the quote by Theodore Roosevelt and the big question that resulted from reforms of the era.

Progressivism was not so much an organized movement as it was a general spirit of reform embraced by Americans with diverse goals and backgrounds in the early 20th century.

One of the leading Progressive reformers, future President Theodore Roosevelt once said, “I am in this cause with my whole heart and soul. I believe that the Progressive movement is making life easier for all of our people; a movement to try to take the burdens off the men and especially the women and children of this country. I am absorbed in the success of that movement.”

One question then emerged and became a source of disagreement among the reformers. “What should the role of the government be in bringing about needed reform?” Even though they disagreed, nearly all Progressives believed there was such a thing as the “public interest” or “the common good.”

Processing--Answer the following questions about the preview:

1. Would you have wanted to join Roosevelt in his commitment for necessary reforms in this time period? Use the events of the Gilded Age to explain your answer.

2. Explain your opinion about the role and responsibility of the government in bringing about needed reforms.
Characteristics of the Progressive Era

As you read the characteristics of the Progressive Era, highlight three ideas that would help you remember the era.

**Progressive Era (early 1900’s to 1920’s)**

The Progressive movement started as a social movement to correct the problems that rapid industrialization had created for America and would later evolve into a political movement. In the beginning Progressives, often called “muckrakers” felt that the problems that Americans faced in the Gilded Age could be solved by a good education, a safe environment, and a safe workplace.

Professor Walter Nugent in his *Progressivism: A Very Short Introduction* noted, “Progressivism reflected a growing, if temporary, consensus among Americans that major changes in the late 19th century had produced unwelcome, un-American imbalances in their society. Evidences of this were a new class of ostentatious millionaires, monopolistic and out-of-control corporations, conflict (often violent) between workers and capitalists. Reformers began to believe that some form and degree of government involvement was necessary to correct these problems as they pushed for the reforms in many aspects of American life. The issue now became how much government involvement.

Preview the collage of pictures from the Progressive Era. Circle three areas that illustrate the key ideas you previously identified.

If you were in one of the pictures, which one it be and what would you be doing?
As you study the key terms and definitions from the Progressive Era, be thinking how you will remember these terms.
1. Create a memory clue (a picture OR a paraphrase of the definition in your own words)
2. Identify an antonym which would be different (non-example) OR a synonym (an example of the term).

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Memory Clue (how I will remember)</th>
<th>Antonym (different than) OR Synonym (similar to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Populist</td>
<td>A political party representing the &quot;common man&quot; (factory workers/farmers/miners), supported government intervention in business; ran a 3rd party candidate in 1892 and in 1896 election supported Democrat William Jennings Bryan</td>
<td></td>
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<tr>
<td>Progressives</td>
<td>Reformers (later a political party) that included mostly middle class citizens who felt threatened by the rise of big business; platform included political reforms, better working conditions and women's rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referendum</td>
<td>Progressive era reform that allows a citizen to reject or accept a law passed by the legislature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recall</td>
<td>Progressive era reform that gave voters the ability to remove an elected official from office in a special election</td>
<td></td>
<td></td>
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<tr>
<td>Initiative</td>
<td>Progressive era reform gives voters the right to place an issue or law on the ballot for the people to vote on directly.</td>
<td></td>
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<tr>
<td>Primary (direct)</td>
<td>A preliminary election where voters in each political party decide their party's candidates</td>
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<td></td>
</tr>
<tr>
<td>Antitrust (Trust Busting)</td>
<td>Activities by the government designed to break up a trust or monopoly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muckrakers</td>
<td>Name for those who exposed abuses of industry, corrupt government and unregulated business &amp; demanded reform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffrage</td>
<td>The right to vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socialism</td>
<td>Political and economic theory that believes the major means of production and distribution should be owned and regulated by the government for the good of all</td>
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</table>
### Progressive Era Terms

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<tr>
<td>Temperance</td>
<td>A reform movement that had begun in the mid-1800’s to stop the drinking of alcohol because of the negative impact on people’s health and family life.</td>
<td></td>
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</tr>
<tr>
<td>Prohibition</td>
<td>Movement to secure a Constitutional amendment to ban the manufacture, sale, and transportation of alcoholic beverages</td>
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<tr>
<td>Tariff</td>
<td>Tax on a good or product coming in or out of the U.S. (the Constitution bans any export tariffs)</td>
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</tbody>
</table>
| Amendment Process  | Two step process by which the Constitution can be changed:  
Step 1—Amendments are proposed by ⅔ of Congress or special conventions  
Step 2—Amendments are ratified by ¾ of the states. |                                   |                                               |
| Third Party        | A political party that challenges the two major political parties usually because neither major party is meeting their needs  
Examples--Populist and Progressive |                                   |                                               |
| Settlement House   | A social reform attempt to improve the lives of the poor by designating a location to provide services such as daycare, education, and healthcare resources to help the poor break out of the cycle of poverty  
Example--Hull House in Chicago |                                   |                                               |
As you review the information in the boxes below,
1. Draw lines to match the Gilded Age characteristics to the Progressive Responses to the Gilded Age.
2. Draw lines to match the Progressive Response with an example of that response.

<table>
<thead>
<tr>
<th>Characteristics of the Gilded Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Growth of big business railroads, oil, steel</td>
</tr>
<tr>
<td>2. Enormous social inequities—very, very rich and very, very poor</td>
</tr>
<tr>
<td>3. Growth of population with the increase in immigration, the closing of the frontier and a shift in the population from rural America to urban America</td>
</tr>
<tr>
<td>4. Urban political machines which controlled local and sometimes state governments</td>
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</tbody>
</table>

<table>
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<tr>
<th>Progressive Responses to the Gilded Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reforms to the government to make it more efficient and responsive to the voice of the people</td>
</tr>
<tr>
<td>B. Regulation of monopolies and trusts through legislation and government agencies</td>
</tr>
<tr>
<td>C. Social justice programs and reforms designed to help people in need</td>
</tr>
<tr>
<td>D. Conserving and protecting the nation's natural resources</td>
</tr>
</tbody>
</table>

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<th>Examples of Progressive Response</th>
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<tbody>
<tr>
<td>I. Election of U.S. Senators by the voters rather than state legislatures</td>
</tr>
<tr>
<td>II. Support of public education and child labor laws</td>
</tr>
<tr>
<td>III. Development of national parks and legislation to protect forests and water sources</td>
</tr>
<tr>
<td>IV. Interstate Commerce Commission and Sherman and Clayton Anti-Trust Laws</td>
</tr>
</tbody>
</table>
Read the following biographies of the people from the Progressive Era. For each person complete a 3-2-1 summary:

3 Highlight three key ideas about the person
2 Circle two words that best describe the person
1 Write one question you would like to ask the person

Theodore Roosevelt--Roosevelt was born in New York City to a wealthy family. Educated at Harvard, he was an historian and a naturalist. He first gained national attention when he commanded the volunteer cavalry unit known as the “Rough Riders” in the Spanish-American War at the Battle of San Juan. Next he was elected Governor of New York. At 42, he became the youngest President of the U.S. when McKinley was assassinated. As president, he took whatever action he felt necessary for the public good unless it violated the Constitution. An example of this was his “trust-busting” efforts with regards to the railroads as well as other large trusts. In foreign affairs, he moved to make the United States an influential player. This resulted in his sponsorship of the building of the Panama Canal as well as a Nobel Peace Prize for helping to mediate the Russo-Japanese War. His most notable domestic achievement lay in the field of conservation. Due to his efforts, he added significantly to the national forests and parks for public use. After leaving the Presidency in 1909 and going on an African safari, he unsuccessfully tried again to run for president in 1912 on the Bull Moose ticket.

William Howard Taft--William Howard Taft was born in Ohio and later went to Yale to become a lawyer. Preferring law to politics, he had aspirations of becoming a member of the U.S. Supreme Court. By age 34, he had become a federal circuit judge, followed by serving as Theodore Roosevelt’s Secretary of War. When Roosevelt decided not to run in 1908, he decided that Taft should be his successor. Not truly committed to politics, Taft hated the campaign. Promising to continue Roosevelt’s policies while not stretching presidential powers, he was elected. Liberal Republicans did not like Taft even though he filed 80 antitrust suits and sponsored sending the proposed constitutional amendments allowing for the federal income tax and the direct election of senators to the states for ratification. The Interstate Commerce Commission had also been established to set railroad rates during his administration. The more liberal Republicans decided to support Teddy Roosevelt and his Bull Moose Party in 1912. This split in the Republican Party guaranteed the election of the Democratic candidate, Woodrow Wilson. After losing re-election in 1912, he was named the Chief Justice of the U.S. Supreme Court by President Harding. He held this position until just before his death in 1930. Taft felt this was his greatest honor.
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Woodrow Wilson-- Born in Virginia, Woodrow began his career by teaching political science before he entered politics as Governor of New Jersey. In 1912, the Democratic Party nominated him to run for president on a progressive platform. Because of the split in the Republican party, he was elected. He was able to get several key pieces of legislation through Congress including: the Federal Reserve Act, the Clayton Antitrust Act, the Federal Trade Commission Act, and the Federal Farm Act. Later he sponsored a child labor law and an 8-hour workday for rail workers. He was reelected in 1916 on the merits of the legislation and keeping the U.S. out of World War I. However, in 1917, Wilson believed the U.S. could not be neutral and asked for a declaration of war against the Central Powers. This tipped the war in the favor of the Allied Powers. At the beginning of his term as president, Wilson was fairly passive concerning his support of the suffrage movement to guarantee the right to vote for women. Swayed by the role women played on the homefront when the men went to war, he became a strong supporter of the cause speaking in Congress in 1918 for passage of the 19th Amendment. As Wilson contemplated a World War I victory, he outlined his plan for peace, called the Fourteen Points. The most controversial part of this was the creation of a League of Nations. The Senate rejected the Treaty of Versailles which included the League. The rejection took its toll on Wilson who suffered a stroke in 1919. The extent of the damage was kept from the public. He never fully recovered before dying in 1924.

Eugene V. Debs--Born in Indiana, Debs left school at age fourteen to work on the railroads. There he became involved in the union movement. When the president of the Pullman Palace Car Company decided to reduce the wages of its workers, Debs and his American Railway Union called for a strike. The Attorney General sought an injunction against the strike to stop it. Debs was arrested for failing to obey the injunction. The case traveled all the way to the Supreme Court when Debs and the Union lost. During this time, Debs became a socialist. He believed that socialism was a more acceptable economic system than capitalism, mainly because he felt capitalism exploited the workers who made the economy work. As one of the founders of the Social Democratic Party, he ran for president unsuccessfully five times.
People of the Progressive Era

Read the following biographies of the people from the Progressive Era. For each person complete a 3-2-1 summary:

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- Write one question you would like to ask the person

Robert La Follette--Born in Wisconsin, Robert La Follette first became a lawyer and then entered politics. He served as the district attorney in Dane County, Wisconsin, before he was elected as a Republican Congressman. There he clashed with the party leadership over his beliefs in such progressive reforms as corporation regulation and tax reform. He next served as governor of the state. This led him to being selected by the state legislature as one of the two senators from Wisconsin. As a senator, he established himself as a true Progressive, speaking out against the 100 largest industrialists he believed controlled the nation’s economy. He believed that trade unions were the answer to controlling this power. In 1912 he supported Wilson’s presidency due to the candidate’s commitment to social legislation. However, he became a strong vocal opponent of Wilson’s entry into World War I. His opposition to the draft and the Espionage Act caused him to be accused of treason by his opponents in the Senate. He continued to express his views by attacking the railroad trusts; U.S. entry into the League of Nations; and support for labor unions. He ran an unsuccessful campaign for the presidency in 1924. He was often called “Fighting Bob” for his passionate defense of his positions.

Jacob Riis--Jacob Riis was a Danish American who rose to fame as a social reformer and “muckraking” journalist. His work is best known through the collection of photographs and writings he created to show the terrible living conditions of the poor and immigrants living in New York City. Having personally suffered poverty, he was determined to use his skills to highlight the plight of the poor. He argued that “the poor were the victims rather than the makers of their fate.” One of his most significant exposes concerned the water supply for the state of New York. He published a story with photos that showed the sewers directly flowing into the watershed. He was the first photographer to use flash powder which enabled him to shoot interiors to tenements as well as photos at night. His book How the Other Half Lives was published in 1890 and was widely quoted in requests for social progressive reforms. Befriended by Teddy Roosevelt because of his sense of justice, Roosevelt called him, “the best American I ever knew.”
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**W.E.B. DuBois**--DuBois became a leader in the struggle for civil rights for African Americans in the first years of the 20th century. In 1895, he became the first African American to receive a PHD from Harvard. DuBois broke away from Booker T. Washington and his philosophy that preached that African Americans should work hard for economic gain and the respect of whites, even though it might mean they had to endure discrimination for the time being. DuBois believed Washington’s philosophy would only continue their oppression. In 1909, he helped create the NAACP (National Association for the Advancement of Colored People). His later Pan-Africanism ideas were based on the belief that people of African descent from all over the world should unite to fight oppression. When he left the NAACP in 1934, he favored complete black separatism. After moving to Ghana, he became a member of the Communist Party.

**Ida B. Wells**--Born of slave parents in Mississippi just before Lincoln issued the Emancipation Proclamation, Ida B. Wells grew up to become a journalist and newspaper editor who championed civil rights. Years before the Supreme Court ruled in the case Plessy v. Ferguson that public accommodations could be separate if equal, Wells sued a railroad for forcibly removing her from her seat in order for it to be given to a white man. Even though she won the suit in the local court, the Tennessee Supreme Court overturned the decision. This began her life long fight for justice and equality for women and African Americans. Appalled by the lynching of three of her friends by whites trying to eliminate their business competition, she launched an anti-lynching campaign. Afraid for her life, she moved to Chicago where she continued to investigate and expose the practice. There she also became involved with the women’s suffrage movement and with Jane Addams’ move to end segregated schools. She later was one of the founders of the NAACP and the first African American women to attempt to run for public office in the United States when she ran for the Illinois state legislature.
People of the Progressive Era

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Jane Addams—Jane Addams is best known as the founder of the settlement house called Hull House where she provided help for poor immigrants who had come to Chicago. The idea for Hull House came after seeing a similar institution in London. The Hull House provided kindergarten and day care for the children of working mothers and after school activities for older children. Later an art gallery, employment bureau, library, public kitchen, music and art classes as well as facilities for swimming and sports activities were added. She also was involved in numerous organizations that promoted social reform involving the rights of children, African-Americans and women. Jane Addams became active in the peace movement during World War I and was the first president of the Women's International League for Peace and Freedom. Because of her outstanding work, she was the first woman awarded the Nobel Peace Prize in 1931.

Susan B. Anthony—Susan B. Anthony, born to a Quaker family, became a schoolteacher and later a vocal abolitionist and member of the temperance movement. After meeting Elizabeth Cady Stanton, they joined forces in both the temperance and the women's suffrage movement. She and Stanton believed the best way to achieve equality was through a constitutional amendment rather than a state-by-state adoption. Susan felt the state-by-state adoption would take too long. In 1872, she was briefly jailed for attempting to vote in Rochester, New York. From 1869 to 1906, she appeared numerous times before Congress requesting their support for a constitutional amendment for women's suffrage. Susan B. Anthony died in 1906, fourteen years before the Nineteenth Amendment was passed in 1920. Nevertheless, Susan B. Anthony has been acknowledged for her role in its passage and her tireless efforts in the struggle for equality for women.
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Upton Sinclair--Sinclair was born in Maryland. Throughout his childhood, he saw both the poor and the privileged sides of society. Living with his alcoholic father and spending time with his wealthy grandparents had a tremendous impact on him. He was drawn to socialism as the answer to avoid the two economic extremes. He authored over 90 books and was a Pulitzer Prize winner. One of his early books became a critically acclaimed expose of the meat packing plant industry. Published in 1906, *The Jungle*, caused such an outcry that it led to the passage of the Pure Food and Drug Act as well as the Meat Inspection Act within just a few short months of the book’s publication. This book showed the power of journalism to bring about social change and launched a rash of investigative journalism called “muckraking.” Sinclair entered politics as a socialist, running unsuccessfully for Congress, the Senate, and later governor. He continued to write and devote his life to criticizing the social and economic conditions of the day. He also continued to blame the injustices of society on unbridled capitalism.

William Jennings Bryan--William Jennings Bryan was a noted orator and politician of the era. He began by supporting such reforms as the income tax, prohibition, and women’s suffrage. As a Democrat, he ran for the presidency in 1896, 1900, and 1908, losing all three elections. In the 1896 campaign, he attacked the use of the gold standard and protective tariffs in his famous “Cross of Gold Speech.” He supported Woodrow Wilson in the election of 1912, and then served as Wilson’s Secretary of State. He later resigned because of a disagreement over Wilson’s aggressive stance with Germany.

Ida Tarbell--Born in Pennsylvania in a log cabin, she grew up with relative ease due to her father’s job in the oil fields of the area. However, this came to a crashing end when John D. Rockefeller made an agreement with the railroads and refiners of the area to shut out any other competitors. Rockefeller went on to gain a monopoly in the Pennsylvania Oil Region. This made a lasting impression on Tarbell. After graduating from college, she traveled and then settled on a journalistic career and became one of the “muckrakers.” She was determined to expose corruption in business and politics. Recalling the practices of Rockefeller in Pennsylvania, she wrote a series of magazine articles titled “The History of the Standard Oil Company.” The result of these articles brought investigative journalism to new heights and sealed the fate of the Rockefeller empire. What was to be a three part series stretched to a nineteen-part series published over two years. While she vigorously attacked Rockefeller’s unethical tactics, she recognized his brilliance and business sense. This series was later hailed as number 5 in the top 100 works of American journalism in the twentieth-century.

?
Match the quote with the person who said it. Underline one to two words that explain the reason for your answer.

Quotes

1. “..I aimed at the public’s heart, and by accident I hit it in the stomach.”
2. “We have become great because of the lavish use of our resources. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils have still impoverished and washing into the streams, polluting the rivers, denuding the fields, and obstructing navigation.”
3. “…we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.”
4. “It takes time and caution to perfect anything which must be concealed. It takes time to crush men who are pursuing legitimate trade. But one of Mr. Rockefeller’s most impressive characteristics is patience. He was like a general who, besieging a city surrounded by fortified hills, views from a balloon the whole great field, and sees how, this point taken, that must fall…”
5. “I don’t remember that I was ever President.”
6. “Although lynchings have steadily increased in number and barbarity during the last twenty years, there has been no single effort put forth by the many moral and philanthropic forces of the country to put a stop to this wholesale slaughter.”
7. “…we have made partners of women in this war...Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?”
8. “America’s future will be determined by the home and the school. The child becomes largely what he is taught; hence we must watch what we teach, and how we live.”
9. “The fact is, women are in chains, and their servitude is all the more debasing because they do not realize it.”
10. “To be a poor man is hard, but to be a poor race in a land of dollars is the very bottom of hardships.”
11. “Men must be aggressive for what is right if {the} government is to be saved from men who are aggressive for what is wrong.”
12. “Those who produce should have, but we know that those who produce the most - that is, those who work hardest, and at the most difficult and most menial tasks, have the least.”
13. “Long ago it was said that “one half of the world does not know how the other half lives.”

People

A. William H. Taft
B. Woodrow Wilson
C. Theodore Roosevelt
D. Ida Tarbell
E. Ida B. Wells
F. Jane Addams
G. Susan B. Anthony
H. Eugene Debs
I. W.E.B. DuBois
J. Robert LaFollette
K. William Jennings Bryan
L. Jacob Riis
M. Upton Sinclair
Analysis of the Role of Political Parties in American Elections During the Gilded/Progressive Era.

As you read the paragraph about the development and role of third parties, annotate the following:

- Circle the reason that third parties develop
- Underline the effects of third parties in our political history
- Highlight the names of the two third parties in this era of history

For most of the political history of the United States, two major political parties have dominated our elections. However, at certain times in our political history, third parties have developed around specific objectives that weren’t being met by either of the two major parties. Third parties are usually short lived and actually have limited success at getting their candidates elected, but they often get their issues addressed by either of the major parties. There were two third parties in the Gilded/Progressive eras who brought attention to the need for social, economic, and political reform—the Populist and the Progressive parties. While neither was successful in the presidential elections in which they ran candidates, they did make a significant impact. Let’s look at the two parties and the impact they had on the election of 1892 and 1912.

Populist or the People’s Party

As you read the paragraph below, underline the ideas that explain the origins of the party.

The Populist Party had its origins in the late 19th century. It started as a revolt of the farmers, especially in the Midwest and West who believed the Republicans and Democrats were both favoring the wealthy industrialists of urban America. Faced with high railroad prices to move their crops as well as other economic problems, they met in Omaha, Nebraska to create a platform or a list of goals on which to run in the election of 1892. This became known as the Omaha Platform. While they didn’t win, their growing popularity made the two other political parties notice their ideas. The Democrats adopted several of their ideas in the 1896 election.

Using the information below and your knowledge of social studies, consider this claim: Third parties tend to emerge when the people don’t feel like the two major parties are representing them. Circle or highlight text evidence, from the excerpt of the Populist Platform Preamble (above), which supports this claim and be prepared to explain why the Populist would agree with this claim.

We have witnessed for more than a quarter of a century the struggles of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people. We charge that the controlling influences dominating both these parties have permitted the existing dreadful conditions to develop without serious effort to prevent or restrain them. Neither do they now promise us any substantial reform. They have agreed together to ignore, in the coming campaign, ever issue but one. They propose to drown the outcries of a plundered people with the uproar of a sham battle over the tariff, so that capitalists, corporations, national banks, rings, trusts, watered stock, the demonetization of silver and the oppressions of the usurers may all be lost sight of. They propose to sacrifice our homes, lives, and children on the altar of mammon; to destroy the multitude in order to secure corruption funds from the millionaires.

[From "People's Party Platform," Omaha Morning World-Herald, 5 July 1892.]
Source: http://www.wwnorton.com/college/history/eamerica/media/ch22/resources/documents/populist.htm
Review the platform below and highlight or circle evidence of the transportation, labor, and economy issues that concerned the Populists. Provide at least two examples of each.

Platform

We declare, therefore—

First.—That the union of the labor forces of the United States this day consummated shall be permanent and perpetual; may its spirit enter into all hearts for the salvation of the republic and the uplifting of mankind.

Second.—Wealth belongs to him who creates it, and every dollar taken from industry without an equivalent is robbery. "If any will not work, neither shall he eat." The interests of rural and civil labor are the same; their enemies are identical.

Third.—We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads; and should the government enter upon the work of owning and managing all railroads, we should favor an amendment to the constitution by which all persons engaged in the government service shall be placed under a civil-service regulation of the most rigid character, so as to prevent the increase of the power of the national administration by the use of such additional government employees.

FINANCE.—We demand a national currency, safe, sound, and flexible issued by the general government only, a full legal tender for all debts, public and private, and that without the use of banking corporations; a just, equitable, and efficient means of distribution direct to the people, at a tax not to exceed 2 per cent, per annum, to be provided as set forth in the sub-treasury plan of the Farmers' Alliance, or a better system; also by payments in discharge of its obligations for public improvements.

We demand free and unlimited coinage of silver and gold at the present legal ratio of 16 to 1.

We demand that the amount of circulating medium be speedily increased to not less than $50 per capita.

We demand a graduated income tax.

We believe that the money of the country should be kept as much as possible in the hands of the people, and hence we demand that all State and national revenues shall be limited to the necessary expenses of the government, economically and honestly administered. We demand that postal savings banks be established by the government for the safe deposit of the earnings of the people and to facilitate exchange.

TRANSPORTATION.—Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. The telegraph and telephone, like the post-office system, being a necessity for the transmission of news, should be owned and operated by the government in the interest of the people.

LAND.—The land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited. All land now held by railroads and other corporations in excess of their actual needs, and all lands now owned by aliens should be reclaimed by the government and held for actual settlers only.

[From "People's Party Platform," Omaha Morning World-Herald, 5 July 1892.]

Source: http://www.wwnorton.com/college/history/eamerica/media/ch22/resources/documents/populist.htm

The 1873 Coinage Act eliminated silver as a form of legal tender (only gold would be accepted). In looking at the 1892 Populist Platform, how did the Populists propose to remedy this?
Geographic Analysis of the Election of 1892

Let’s look at the electoral map of the Election of 1892 to see the geographic impact of the Populist Party. There were three candidates in the Election of 1892--Democratic candidate, Grover Cleveland; Republican candidate, Benjamin Harrison; and Populist candidate, James Weaver.

Using the chart with the election results that follows the map, color or code with symbols the map designating one color or symbol for states carried by the Democratic candidate (Cleveland); another for the Republican candidate (Harrison); and a third for the Populist candidate (Weaver). Include a key to the color or symbol used for each candidate.

1892 Electoral Votes Key: D--Democrat; R--Republican; P--Populist

<table>
<thead>
<tr>
<th>State</th>
<th>1892 Votes</th>
<th>State</th>
<th>1892 Votes</th>
<th>State</th>
<th>1892 Votes</th>
<th>State</th>
<th>1892 Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama-11 (D)</td>
<td>Iowa-13 (R)</td>
<td>Nebraska-8 (R)</td>
<td>Rhode Island-4 (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Arizona Territory)-no</td>
<td>Kansas-10 (P)</td>
<td>Nevada-3 (P)</td>
<td>South Carolina-9 (D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas-8 (D)</td>
<td>Kentucky-13 (D)</td>
<td>New Hampshire-4 (R)</td>
<td>South Dakota-4 (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California-8 (D) 1 (R)</td>
<td>Louisiana-8 (D)</td>
<td>New Jersey-10 (D)</td>
<td>Tennessee-12 (D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado-4 (P)</td>
<td>Maine-6 (R)</td>
<td>(New Mexico Territory)-none</td>
<td>Texas-15 (D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecticut-6 (D)</td>
<td>Maryland-8 (D)</td>
<td>New York-36 (D)</td>
<td>(Utah Territory)-none</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware-3 (D)</td>
<td>Massachusetts-15 (R)</td>
<td>North Carolina-11 (D)</td>
<td>Vermont-4 (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida-4 (D)</td>
<td>Michigan-5 (D); 9 (R)</td>
<td>North Dakota-1 (P); 1 (D); 1 (R)</td>
<td>Virginia-12 (D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia-13 (D)</td>
<td>Minnesota-9 (R)</td>
<td>Ohio-1 (D); 22 (R)</td>
<td>Washington-4 (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idaho-3 (P)</td>
<td>Mississippi-9 (D)</td>
<td>(Oklahoma Territory)-none</td>
<td>West Virginia-6 (D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois-24 (D)</td>
<td>Missouri-17 (D)</td>
<td>Oregon- 3 (R); 1 (P)</td>
<td>Wisconsin-12 (D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana-15 (D)</td>
<td>Montana- 3 (R)</td>
<td>Pennsylvania-32 (R)</td>
<td>Wyoming-3 (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Election of 1892 Analysis

Use the chart and the map (from the previous page) to answer the following questions about the Election of 1892.

1. What area(s) of the country did the Democrats enjoy the most support? The Republicans? The Populists?

2. Remembering the people who were interested in the Populist party, what geographic conclusion(s) can you draw about the areas they were most popular?

The Progressive Party or Bull Moose Party

As you read the paragraph about the Progressive Party, highlight key ideas that explain its origin.

Republican Theodore Roosevelt became president when William McKinley was assassinated. During the remainder of McKinley’s term and the 4 year term Roosevelt was elected to in 1904, major changes occurred in the United States, primarily due to the spirit of the progressive reforms to improve American life. Roosevelt supported or championed most of these reforms. However, he decided not to run for re-election in 1908, wanting to explore other options. Instead he recommended his good friend William H. Taft to be the Republican candidate. With Roosevelt’s support Taft was elected. However in the four years Taft was president, he antagonized many of the Progressive Republicans including Roosevelt who had returned from an African safari. Since he was the incumbent president, Taft did receive the Republican nomination for re-election in 1912 even though Roosevelt said he would run again. Roosevelt and his supporters then broke away and formed the Progressive Party, also known as the Bull Moose Party, to run against Taft and the Democratic nominee, Wilson also supported many of the ideas of the Progressive reforms. Roosevelt’s entry into the race split the Republican vote and allowed Wilson to win the election.

After reading about the Election of 1912, draw or explain how you would illustrate the role of the Bull Moose Party in the election of 1912.
Geographic Analysis of the Election of 1912

Let’s now look at the electoral map of the Election of 1912 to see the geographic impact of the Progressive Party. There were four candidates in the Election of 1912—Democratic candidate, Woodrow Wilson; Republican candidate, William H. Taft; Bull Moose candidate, Theodore Roosevelt; Socialist candidate—Eugene V. Debs.

Using the chart with the election results that follows the map, color or code with symbols the map designating one color or symbol for states carried by the Democratic candidate (Wilson); another for the Republican candidate (Taft); a third for the Progressive candidate (Roosevelt); Socialist (Debs). Create a key for your colors/symbols.

1912 Electoral Votes Key:  D--Democrat;  R--Republican;  P--Progressive/Bull Moose;  S--Socialist

<table>
<thead>
<tr>
<th>Alabama-12 (D)</th>
<th>Iowa-13 (D)</th>
<th>Nebraska-8 (D)</th>
<th>Rhode Island-5 (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona-3 (D)</td>
<td>Kansas-10 (D)</td>
<td>Nevada-3 (D)</td>
<td>South Carolina-9 (D)</td>
</tr>
<tr>
<td>Arkansas-9 (D)</td>
<td>Kentucky-13 (D)</td>
<td>New Hampshire-4 (D)</td>
<td>South Dakota-5 (P)</td>
</tr>
<tr>
<td>California-11 (P); 2 (D)</td>
<td>Louisiana-10 (D)</td>
<td>New Jersey-14 (D)</td>
<td>Tennessee-12 (D)</td>
</tr>
<tr>
<td>Colorado-6 (D)</td>
<td>Maine-6 (D)</td>
<td>New Mexico-3 (D)</td>
<td>Texas-20 (D)</td>
</tr>
<tr>
<td>Connecticut-7 (D)</td>
<td>Maryland-8 (D)</td>
<td>New York-45 (D)</td>
<td>Utah-4 (R)</td>
</tr>
<tr>
<td>Delaware-3 (D)</td>
<td>Massachusetts-18 (D)</td>
<td>North Carolina-12 (D)</td>
<td>Vermont-4 (R)</td>
</tr>
<tr>
<td>Florida-6 (D)</td>
<td>Michigan-15 (P)</td>
<td>North Dakota-5 (D)</td>
<td>Virginia-12 (D)</td>
</tr>
<tr>
<td>Georgia-14 (D)</td>
<td>Minnesota-12 (P)</td>
<td>Ohio-24 (D)</td>
<td>Washington-7 (P)</td>
</tr>
<tr>
<td>Idaho-4 (D)</td>
<td>Mississippi-10 (D)</td>
<td>Oklahoma-10 (D)</td>
<td>West Virginia-8 (D)</td>
</tr>
<tr>
<td>Illinois-29 (D)</td>
<td>Missouri-18 (D)</td>
<td>Oregon-5 (D)</td>
<td>Wisconsin-13 (D)</td>
</tr>
<tr>
<td>Indiana-15 (D)</td>
<td>Montana-4 (D)</td>
<td>Pennsylvania-38 (P)</td>
<td>Wyoming-3 (D)</td>
</tr>
</tbody>
</table>
Geographic Analysis of the Election of 1912

Using the chart from the previous page, total the number of electoral votes each candidate received and complete the third column of the chart.

<table>
<thead>
<tr>
<th>Candidate/Party</th>
<th>Popular Vote</th>
<th>Electoral Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodrow Wilson-Democrat</td>
<td>6,293,454</td>
<td></td>
</tr>
<tr>
<td>Theodore Roosevelt-</td>
<td>4,119,207</td>
<td></td>
</tr>
<tr>
<td>William H. Taft-Republican</td>
<td>3,483,922</td>
<td></td>
</tr>
<tr>
<td>Eugene V. Debs-Socialism</td>
<td>901,551</td>
<td></td>
</tr>
</tbody>
</table>

Review the data from the chart and map and answer the following questions over the election of 1912.

1. How would you explain the results of the election geographically?

2. How do the results of the election explain why most political scientists believe the Election of 1912 was the strongest effort by a third party?

Review the cartoon, and explain how Roosevelt’s plan to win the election of 1912 was like making a tasty recipe?
Reforms of the Progressive Era

During the Progressive era, key political, social, and economic reforms were made to address key needs in the lives of the American people. Many of these reforms changed the role of government to be directly involved in business practices as well as the lives of individual citizens.

As you read the cards explaining the reforms:
1. Identify the cause or need for each reform
2. Brainstorm the possible effect of each reform—think effect at the time and long term effect
3. Identify whether you think the reform had MORE of a political, social, or economic impact

**Clayton Antitrust Act**

In 1914, this act prohibited corporations from acquiring the stock of another corporation. This was intended to prevent the creation of a monopoly. It also provided that the officers of a company could be prosecuted as well as protected labor unions from antitrust legislation.

**Keating-Owen Child Labor Act**

Using information uncovered by the National Child Labor committee, Congress was pressured to pass legislation in 1916 that began to limit the number of hours children could work. It also prohibited the transportation across state lines of goods produced by children. The U.S. Supreme Court declared the law unconstitutional in 1918.
Reforms of the Progressive Era

During the Progressive era, key political, social, and economic reforms were made to address key needs in the lives of the American people. Many of these reforms changed the role of government to be directly involved in business practices as well as the lives of individual citizens.

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<table>
<thead>
<tr>
<th>17th Amendment</th>
<th>18th Amendment</th>
<th>19th Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td><strong>Cause</strong></td>
<td><strong>Cause</strong></td>
</tr>
<tr>
<td>This change in the U.S. Constitution was designed to limit the power of the party bosses and lessen the impact of wealthy individuals on the election process. To make U.S. Senators more responsive to the American people, this 1913 constitutional amendment provided that they will be elected directly by the people, rather than by the state legislatures.</td>
<td>In an attempt to improve the lives of individuals, this amendment added to the U.S. Constitution in 1919 prohibited the manufacture, sale, or transportation of intoxicating liquor. It was later repealed by the 21st Amendment in 1933.</td>
<td>This amendment added to the U.S. Constitution in 1920 provided that citizens of the U.S. Cannot be denied the right to vote because of sex. It gave women the right to vote.</td>
</tr>
<tr>
<td><strong>Economic</strong></td>
<td><strong>Social</strong></td>
<td><strong>Political</strong></td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td><strong>Effect</strong></td>
<td><strong>Effect</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economic</strong></td>
<td><strong>Social</strong></td>
<td><strong>Political</strong></td>
</tr>
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<td></td>
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</tr>
<tr>
<td><strong>Economic</strong></td>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Reforms of the Progressive Era

During the Progressive era, key political, social, and economic reforms were made to address key needs in the lives of the American people. Many of these reforms changed the role of government to be directly involved in business practices as well as the lives of individual citizens.

As you read the cards explaining the reforms:
1. Identify the cause or need for each reform
2. Brainstorm the possible effect of each reform—think effect at the time and long term effect
3. Identify whether you think the reform had MORE of a political, social, or economic impact

---

**Initiative**

This procedure allows the people to petition to place a proposed state law or state constitutional amendment on the ballot. If a majority of the voters in a state election approves it, the law is adopted.

- **Cause**
- **Effect**
- **Social**
- **Political**
- **Economic**

---

**Referendum**

This procedure allows the people to vote to approve or overturn an act of a state legislature or city council.

- **Cause**
- **Effect**
- **Social**
- **Political**
- **Economic**

---

**Recall**

This procedure allows the people of a state to vote to remove an elected state official from office before the official’s term of office is over.

- **Cause**
- **Effect**
- **Social**
- **Political**
- **Economic**
Reforms of the Progressive Era

During the Progressive era, key political, social, and economic reforms were made to address key needs in the lives of the American people. Many of these reforms changed the role of government to be directly involved in business practices as well as the lives of individual citizens.

As you read the cards explaining the reforms:
1. Identify the cause or need for each reform
2. Brainstorm the possible effect of each reform--think effect at the time and long term effect
3. Identify whether you think the reform had MORE of a political, social, or economic impact

---

Meat Inspection Act

Cause: Following the publication of Upton Sinclair’s The Jungle that detailed the filthy conditions in Chicago stockyards, Congress passed this 1906 law. The law empowered the U.S. Department of Agriculture to administer a federal program of meat inspection and labeling in order to clean up meat processing plants.

Effect: 

---

Pure Food and Drug Act

Cause: Passed by the U.S. Congress in 1906. This law placed restrictions on the makers of prepared foods and patent medicines. It forbade the manufacture, sale, or transportation of adulterated, misbranded, or harmful foods or drugs. It created the FDA, which was empowered to test and certify drugs before they were sold to the public.

Effect: 

---
Reforms of the Progressive Era

During the Progressive era, key political, social, and economic reforms were made to address key needs in the lives of the American people. Many of these reforms changed the role of government to be directly involved in business practices as well as the lives of individual citizens.

As you read the cards explaining the reforms:
1. Identify the cause or need for each reform
2. Brainstorm the possible effect of each reform—think effect at the time and long term effect
3. Identify whether you think the reform had MORE of a political, social, or economic impact

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Trade Commission Act</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Reserve Act</strong></td>
<td></td>
</tr>
</tbody>
</table>

Economic | Social | Political
Reforms of the Progressive Era

During the Progressive era, key political, social, and economic reforms were made to address key needs in the lives of the American people. Many of these reforms changed the role of government to be directly involved in business practices as well as the lives of individual citizens.

As you read the cards explaining the reforms:
1. Identify the cause or need for each reform
2. Brainstorm the possible effect of each reform—think effect at the time and long term effect
3. Identify whether you think the reform had MORE of a political, social, or economic impact

16th Amendment
High tariffs on imported goods were the primary source of revenue for the U.S. government. Some argued that this put a burden on the less affluent and was also unsound economic policy. In 1894, Congress passed a federal income tax law, which was declared unconstitutional in the 1895 in Pollack v Farmers’ Loan and Trust Company. Added to the U.S. Constitution, this amendment overruled that decision by authorizing the U.S. congress to levy and collect an income tax.

Antiquities Act
Signed into law in 1906 by Teddy Roosevelt, this legislation allowed the President of the U.S. to establish “historic landmarks, historic and prehistoric structures, and other objects of historic or scientific interest” as national monuments. Roosevelt began to identify historic landmarks, etc. during his presidency. One of these was the Grand Canyon.
Ranking Progressive Era Reforms

Use the graphic below to organize your answers from the analysis of the reforms. Record the following reforms in the appropriate square.

- Clayton Anti-trust Act
- Keaton-Owen Child Labor Act
- 16th Amendment
- 17th Amendment
- 18th Amendment
- 19th Amendment
- Initiative
- Referendum
- Recall
- Meat Inspection Act
- Pure Food and Drug Act
- Federal Trade Commission Act
- Federal Reserve Act
- Antiquities Act

- After you have recorded all of the reforms, select the most significant reform in each square and explain the reason(s) for your choice. Use the effect or each reform to help with your selection.
Expressions of Sentiments

Let’s look at the final part of the Populist Party Platform, called the “Expression of Sentiments.” Although the Populists would never elect a person to the White House, some of their ideas for reform were instituted.

Read the statements below and highlight at least three resolutions that were addressed by Progressive reforms. In the margin identify the Progressive reforms that addressed the Populist concern you highlighted.

Expressions of Sentiments

Your Committee on Platform and Resolutions beg leave unanimously to report the following: Whereas, Other questions have been presented for our consideration, we hereby submit the following, not as a part of the Platform of the People’s Party, but as resolutions expressive of the sentiment of this Convention.

1. RESOLVED, That we demand a free ballot and a fair count in all elections and pledge ourselves to secure it to every legal voter without Federal Intervention, through the adoption by the States of the unperverted Australian or secret ballot system.

2. RESOLVED, That the revenue derived from a graduated income tax should be applied to the reduction of the burden of taxation now levied upon the domestic industries of this country.

3. RESOLVED, That we pledge our support to fair and liberal pensions to ex-Union soldiers and sailors.

4. RESOLVED, That we condemn the fallacy of protecting American labor under the present system, which opens our ports to the pauper and criminal classes of the world and crowds out our wage-earners; and we denounce the present ineffective laws against contract labor, and demand the further restriction of undesirable emigration.

5. RESOLVED, That we cordially sympathize with the efforts of organized workingmen to shorten the hours of labor, and demand a rigid enforcement of the existing eight-hour law on Government work, and ask that a penalty clause be added to the said law.

6. RESOLVED, That we regard the maintenance of a large standing army of mercenaries, known as the Pinkerton system, as a menace to our liberties, and we demand its abolition.

7. RESOLVED, That we commend to the favorable consideration of the people and the reform press the legislative system known as the initiative and referendum.

8. RESOLVED, That we favor a constitutional provision limiting the office of President and Vice-President to one term, and providing for the election of Senators of the United States by a direct vote of the people.

9. RESOLVED, That we oppose any subsidy or national aid to any private corporation for any purpose.

10. RESOLVED, That this convention sympathizes with the Knights of Labor and their righteous contest with the tyrannical combine of clothing manufacturers of Rochester, and declare it to be a duty of all who hate tyranny and oppression to refuse to purchase the goods made by the said manufacturers, or to patronize any merchants who sell such goods.

1. A valuable white fur adorning the robes of some judges.
2. Currency and/or coin.

[From "People’s Party Platform," *Omaha Morning World-Herald*, 5 July 1892.]

Source: [http://www.wwnorton.com/college/history/eamerica/media/ch22/resources/documents/populist.htm](http://www.wwnorton.com/college/history/eamerica/media/ch22/resources/documents/populist.htm)
Progressive Era Scenarios
The effects of the reforms from the Progressive era have impacted businesses and the lives of Americans even in modern times.

Read the following current scenarios and identify the Progressive reform that applies to each:

<table>
<thead>
<tr>
<th>Clayton Anti-trust Act</th>
<th>Keaton-Owen Child Labor Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th Amendment</td>
<td>17th Amendment</td>
</tr>
<tr>
<td>18th Amendment</td>
<td>19th Amendment</td>
</tr>
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<td>Recall</td>
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</tr>
<tr>
<td>Pure Food and Drug Act</td>
<td>Federal Trade Commission Act</td>
</tr>
<tr>
<td>Federal Reserve Act</td>
<td>Antiquities Act</td>
</tr>
</tbody>
</table>

1. In South Dakota voters rejected a ballot measure that would have banned nearly all abortions in the state.

2. The United States government charged that Microsoft possesses a monopoly power in the market for personal computer operating systems.

3. In 2004 all food containing a protein that came from peanuts, soybeans, cow’s milk, eggs, or tree nuts were required to contain a label indicating that these food allergens were in the product.

4. In 2003 an infected cow from a farm in Washington had been slaughtered two weeks before and the meat and byproducts from the animal may have been used to make hamburgers and steaks. These products were recalled from stores.

5. Americans are required to file their tax returns by April 15 of each year.

6. In 2003, California voters removed the Democratic Governor Gray Davis and replaced him with Republican Arnold Schwarzenegger.

7. Jerome Powell announced that the Fed would allow interest rates to rise to help stabilize the economy.

8. Residents of Frisco, Texas wanted to allow the sale of beer and wine in the city limits. They had voters sign petitions to get this issue on the ballot.
Gilded or Progressive

Let’s review of the characteristics of the Gilded and Progressive eras to see how these two eras are different.

Read each statement and decide if it reflects the Gilded Age or the Progressive era.

1. Named by Mark Twain to describe a time when enormous wealth was on display making a shiny appearance, but underneath the shine was hardship and poverty for many Americans.

2. Evidence of enormous social inequities between the very, very rich and the very, very poor.

3. First attempts to conserve, protect, and preserve the nation’s resources

4. Searing photographs by individuals such as Jacob Riis highlighting the plight of the poor in urban slums

5. Economy dominated by big business and the “captains of industry” in the oil, railroad, and steel industries

6. Increased urbanization caused primarily by large numbers of immigrants coming to America from different parts of the world and the migration of African Americans from the rural South

7. Belief that there was such a thing as “the public interest” or the “common good”

8. Characterized by major amendments to the U.S. Constitution providing for the income tax, women’s suffrage, and the popular election of U.S. Senators.

Prepare an analogy sentence to describe and compare the impact of both the Gilded Age and the Progressive Eras. Complete the statements below:

Select one of the following items to use in your analogy:
Key, Hole Punch, Tweezers, Battery, Flashlight, Ruler, Rubber Band, Glue Stick, Highlighter, White Out.

The Gilded Age is like a _________________ (object) because ____________________

__________________________________________________________________________________.

The Progressive Era is like a _________________ (object) because ____________________

__________________________________________________________________________________.
Key to Progressive Quotes exercise

1. ...I aimed at the public’s heart, and by accident I hit it in the stomach. (Upton Sinclair)
2. We have become great because of the lavish use of our resources. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils have still impoverished and washing into the streams, polluting the rivers, denuding the fields, and obstructing navigation. (Theodore Roosevelt)
3. ...we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold. (William Jennings Bryan)
4. It takes time and caution to perfect anything which must be concealed. It takes time to crush men who are pursuing legitimate trade. But one of Mr. Rockefeller’s most impressive characteristics is patience. He was like a general who, besieging a city surrounded by fortified hills, views from a balloon the whole great field, and sees how, this point taken, that must fall… (Ida Tarbell)
5. I don't remember that I was ever President. (William H. Taft)
6. Although lynchings have steadily increased in number and barbarity during the last twenty years, there has been no single effort put forth by the many moral and philanthropic forces of the country to put a stop to this wholesale slaughter. (Ida B. Wells)
7. ...we have made partners of women in this war...Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right? (Woodrow Wilson)
8. America's future will be determined by the home and the school. The child becomes largely what he is taught; hence we must watch what we teach, and how we live. (Jane Addams)
9. The fact is, women are in chains, and their servitude is all the more debasing because they do not realize it. (Susan B. Anthony)
10. To be a poor man is hard, but to be a poor race in a land of dollars is the very bottom of hardships. (William B. Du Bois)
11. Men must be aggressive for what is right if (the) government is to be saved from men who are aggressive for what is wrong. (Robert La Follette)
12. Those who produce should have, but we know that those who produce the most - that is, those who work hardest, and at the most difficult and most menial tasks, have the least. (Eugene Debs)
13. Long ago it was said that “one half of the world does not know how the other half lives.” (Jacob Riis)