Vocabulary Builder

SECTION 1

1. progressivism
2. referendum
3. Seventeenth Amendment
4. recall
5. Robert M. La Follette
6. concrete
7. Jacob Riis
8. T
9. T
10. F; Lincoln Steffens

SECTION 2

1. T
2. T
3. T
4. F; National American Woman Suffrage Association
5. F; Prohibition
6. F; National Association of Colored Women
7. T

SECTION 3

1. c
2. a
3. The answer should be a complete sentence that includes at least one of the following terms: *Meat Inspection Act, Pure Food and Drug Act*.
4. The answer should be a complete sentence that includes *Newlands Reclamation Act*.
5. The answer should be a complete sentence that includes the term *Hepburn Act* and lists the powers the act gave the ICC.

SECTION 4

The answer should be a summary of the section that includes five of the vocabulary terms from the word bank.

1. Sixteenth Amendment; answers will vary, but should define *Sixteenth Amendment*
2. Nineteenth Amendment; answers will vary, but should define *Nineteenth Amendment*
3. Clayton Antitrust Act; answers will vary, but should define *Clayton Antitrust Act*

Biography

Hiram Johnson

WHAT DID YOU LEARN?

1. He passed several important measures, involving initiatives, referenda, and recall, allowing the voters to vote for or overturn many political actions. He also approved legislation to regulate public utility corporations, and enacted child labor laws and election reforms, to name a few.
2. Answers will vary, but students should note that political reformers worked to eliminate corruption, regulate big business, and reduce favoritism.

ACTIVITY

Lead a discussion with the class that focuses on the political issues and governmental programs that people are trying to reform. Bring in a copy of the newspaper for ideas. Topics that may come up could include campaign fundraising, health care, or Social Security.

Victoria Claflin Woodhull

WHAT DID YOU LEARN?

1. Woodhull ran for president in 1872. She ran on a platform that supported labor reform, financial regulation, and women's suffrage.
2. Answers will vary, but students should at least note that Woodhull was the first woman to run for president, and that she ran at a time when women did not even have the right to vote.

ACTIVITY

Student essays might review Woodhull's accomplishments listed in the biography, including her run for president and her work as a stockbroker and newspaper publisher. Students' opinions will vary on how Woodhull's example made or makes a difference, but they should understand that

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trailbreakers almost always provide encouragement to those who follow.

Mother Jones

WHAT DID YOU LEARN?

1. She supported coal miners, underage workers, and many other groups.
2. The miners wanted higher wages, shorter hours, and recognition of their union. Mother Jones organized protests and conducted speeches that supported the miners. She inspired and motivated people to persevere and gained fame for her efforts.

ACTIVITY

Encourage students to use the Internet and to visit the library to do research about the history of unions. Discuss some of the trades that have historically had unions, including carpenters, plumbers, miners, and other trade workers. When their research is complete, have each group give a five-minute presentation on their union.

Gifford Pinchot

WHAT DID YOU LEARN?

1. Answers will vary, but students should note that many of the issues about how to use federal lands remain the same. Pinchot supported use of the forests for mining, grazing, lumbering, railroads, and irrigation, but only under strict government control.
2. Answers will vary, but students should mention the fact he helped enact national policies on conservation. He helped secure legislation that allows the expansion of forest reserves by purchase. He also helped in the passage of the Water Power Act of 1920.

ACTIVITY

Encourage students to read current events and to learn about how potential oil drilling will affect energy policies in the United States as well as the land where the drilling would take place. Encourage students to share their point of view on this subject.

Literature

The Yellow Wallpaper

ANALYZING LITERATURE

1. Answers will vary but should include references to words and phrases that suggest being held back, attempts to escape, and attempts to hide. For example, "The woman behind shakes it!" "in the very bright spots she keeps still," "in the very shady spots she just takes hold of the bars and shakes them hard," "trying to climb through," "nobody could climb through that pattern—it strangles so," "the pattern strangles them off," "she hides under the blackberry vines," "It must be very humiliating to be caught creeping by daylight!"
2. Answers will vary but should be consistent with details from the excerpt. The most likely reason is that the woman who is the main character identifies with the woman behind the wallpaper. Like the woman behind the wallpaper, the main character creeps by daylight, and she asserts that she does not blame the woman behind the wallpaper "one bit" for her actions.

Primary Source

Women and Children Working in a Food-processing Plant

WHAT DID YOU LEARN?

1. There is no footwear; the children are barefoot. This would have put them at higher risk for cutting their feet if they dropped their knives. It might also have put them at risk of disease from stepping in the piles of garbage visible in the photo.
2. Children are allowed to work barefoot; workers have to sit on baskets or crates; piles of garbage are on the ground; the working conditions are crowded; and no one seems to be wearing protective gloves.
3. They probably had to forego school in order to work.

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President Theodore Roosevelt Calls for Trust Regulation

WHAT DID YOU LEARN?

1. Roosevelt said that Americans believed that large corporations, in some aspects, were harmful to the general welfare and should be restrained.
2. Roosevelt believed that large corporations had accomplished many great things and were responsible for much of America's progress. However, he believed they should be brought under the supervision of the national government because of their ability to maneuver around regulations imposed by individual states.
3. Roosevelt stated that regulation was necessary for the corporations to exist in harmony with the government institutions that safeguarded them. He added that the states were unable to effectively regulate the corporations. Existing laws were inadequate to deal with the new realities of big business.

History and Geography

Women Win the Vote

MAP ACTIVITY

1. Students should use the first highlighter or pen to fill in the box next to "Full Suffrage" in the map's key and to shade or underline the following states: Arizona, California, Colorado, Idaho, Kansas, Michigan, Montana, Nevada, New York, Oklahoma, Oregon, South Dakota, Utah, Washington, and Wyoming.
2. Students should use the second highlighter or pen to fill in the box next to "Partial Suffrage" in the map's key and to shade or underline the following states: Arkansas, Illinois, Indiana, Iowa, Maine, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Rhode Island, Tennessee, Texas, and Wisconsin.
3. Students should use the third highlighter or pen to fill in the box next to "No Suffrage" in the map's key and to shade or underline the following states: Alabama, Connecticut, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New Mexico, North Carolina, Pennsylvania, South Carolina, Vermont, Virginia, and West Virginia.

ANALYZING MAPS

1. the West
2. none
3. 33

Social Studies Skills

Identifying Main Ideas and Details

APPLY THE SKILL

1. Opportunities for women
2. In the late 1800s women had more opportunities, took advantage of them, and became a force for social reform.
3. By 1870 about 20 percent of college students were women. By 1900 the number of female artists had risen to 11,207 from 412 three decades before. Women campaigned for the rights of children, an end to child labor, for improvement in education, and for a prohibition on alcohol.

Writing for the SAT

Consumer Protection: Federal or State?

Student essays should be evaluated using the scoring rubric provided in the activity.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. Carrie Nation
2. Sixteenth Amendment
3. Ida Tarbell
4. Pure Food and Drug Act
5. William Howard Taft
6. Square Deal
7. Lincoln Steffens

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Westward Expansion

Evaluating Sources

PRACTICE THE SKILL

1. Moylan was an eyewitness to the event. He was testifying about the event soon after it happened.
2. At the court of inquiry, Moylan was in effect testifying in his own defense. He thus had a strong motive to make the killing of women and children appear accidental.
3. On one hand Goodale supports Moylan's statement that there was a lot of confusion on the battlefield. On the other hand, she contradicts Moylan's statement that the U.S. soldiers did not intentionally kill Sioux women and children.

APPLY THE SKILL

1. Possible answer: As an eyewitness, Moylan's testimony about the confusion at Wounded Knee seems reliable. However, his statement about soldiers not intentionally killing women and children is questionable because he faced the possibility of punishment for his actions. Goodale's passage appears to be reliable. Her account about the confusion agrees with Moylan's testimony. Goodale's statement about soldiers deliberately killing Indians seems credible because it was based on interviews with many eyewitnesses. Comparing both accounts with others sources would shed more light on this issue.

The Progressives

Interpreting Political Cartoons

PRACTICE THE SKILL

1. Roosevelt is shown as a muscular giant pulling a fleet of battleships like toys. The Caribbean appears as a small wading pool.
2. Each of the islands is labeled with a name to show that they represent the nations of the Caribbean. The battleships are also labeled with names highlighting the roles of the U.S. in the region. Teddy Roosevelt carries a "big stick" to illustrate his view of U.S. foreign policy in the Caribbean.
3. Possible answer: Roosevelt could be perceived either positively or negatively. The cartoon could be an objection to the president's heavy-handed dominance of the sovereign nations in the Caribbean. On the other hand, the cartoonist may be celebrating Roosevelt's assertion of U.S. power in the region.

APPLY THE SKILL

1. Possible answer: The cartoon suggests that the U.S. was perceived as the dominant power in the Caribbean in the early 1900s. The cartoonist was likely an American who recognized Roosevelt's role in asserting U.S. power in Latin America. Though the cartoon could be interpreted negatively (especially today), at the time of its publication it was probably intended to celebrate American strength.

The First World War

Interpreting Visuals

PRACTICE THE SKILL

1. The soldiers are apparently posing for the photographer wearing their gas masks.
2. Possible answer: The photographer wanted to show the public the equipment (i.e. gas masks) that American soldiers used on the front lines in France.
3. Possible answer: Some civilians were likely impressed by the preparedness of the U.S. troops. Other civilians probably grew more concerned about the dangers American soldiers faced in World War I.

APPLY THE SKILL

1. Possible answer: The photograph indicates that American soldiers faced the threat of enemy gas attacks during World War I. They wore gas masks to survive such attacks. This information agrees with the information provided in the textbook about clouds of mustard gas drifting into the American trenches.

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