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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8. Susan B. Anthony
9. Upton Sinclair
10. Hepburn Act

COMPREHENSION AND CRITICAL THINKING

1. By working in the reform movement, women learned how to organize, how to persuade other people, and how to publicize their cause.
2. Progressives focused on easing the suffering of the urban poor, improving unfair and dangerous working conditions, and reforming government at the national, state, and local levels.
3. Roosevelt's Square Deal called for limiting the power of trusts, promoting public health and safety, and improving working conditions.
4. The New Freedom was characterized by tariff reductions, banking reform, and stronger antitrust legislation.

REVIEWING THEMES

1. Bully pulpit relates to the theme of politics because it represented a powerful platform to publicize and seek support for important political issues.
2. The Nineteenth Amendment relates to the theme of politics because it gave women full voting rights.
3. Recall relates to the theme of politics because it enables voters to remove an elected official from office by calling a special election.

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4. they charged farmers high rates
5. the currency had to be backed by silver as well as by gold

Challenge Activity

Students may cite the following as evidence: Oz was named for the abbreviation for ounce, the unit of measure for gold. The yellow brick road was the gold standard. Dorothy represented traditional American values. Toto was the Populist Party, who were also called the Teetotalers. The scarecrow represented farmers, the woodsman industrial workers, and the cowardly lion was William Jennings Bryan. The munchkins were the citizens of the East. The wicked witch of the East was Grover Cleveland, and the wicked witch of the West was William McKinley. The wizard was Marcus Hanna, the chairman of the Republican Party.

SECTION 4

Section Summary

1. poll tax, literacy test, grandfather clauses
2. Before this date only white men could vote. This meant poor or illiterate African Americans would not be allowed to vote.
3. *Plessy* v. *Ferguson*
4. They could get lynched.
5. 1924

Challenge Activity

Students' reports should include present-day opinions of Washington and Du Bois. They may include how these differ from opinions of the time.

Chapter 16: The Progressives

CHAPTER SUMMARY

1. settlement house movement, temperance movement
2. child labor laws, protective legislation for women and children, the Federal Reserve Act

SECTION 1

Section Summary

1. dangerous working conditions; poverty; corruption
2. Ida Tarbell, Lincoln Steffens, Jacob Riis
3. a fire at the Triangle Shirtwaist Company
4. voters could elect senators directly

Challenge Activity

Students should list child labor laws, fire safety laws, and recall, referendum, and initiative. They should explain what these are and how they affect their lives today.

SECTION 2

Section Summary

1. greater opportunities for education and employment
2. They believed alcohol caused crime, poverty, and violence.
3. Prohibition, civil rights, and women's suffrage
4. NWSA: constitutional amendment; AWSA: change state laws

Challenge Activity

Students' paragraphs should show an understanding that the right to vote empowers people and allows them to make changes that are supported by law. Students might speculate on what the home, school, workplace, and government would have been like if women's voices had not carried the power of the ballot box.

SECTION 3

Section Summary

1. Roosevelt was a progressive reformer.
2. used it to publicize and get support for important issues
3. The needs of workers, business, and consumers should be balanced.
4. He went after trusts and monopolies that sold bad products, competed unfairly, or corrupted public officials.
5. Muir thought all wilderness should be kept natural; Roosevelt thought some lands should be protected and other lands put to use.

Challenge Activity

Students' summaries may focus in depth on one or another area but should deal with Roosevelt's attempts to balance the needs of

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workers, business, and consumers. They should include his regulation of big business and his enactment of conservation measures.

SECTION 4

Section Summary

1. increasing nation's forest reserves, creating a Department of Labor, passing amendment to collect taxes based on income
2. The secretary of the interior allowed the illegal purchase of protected land in Alaska.
3. People paid taxes according to their income level.
4. They picketed the White House, chained themselves to railings, and went on hunger strikes.

Challenge Activity

Students should choose a problem serious enough to require reforms of the government, big business, or society (e.g., health care or election reform). They should write a plan for getting their reform made that includes many facets, such as lobbying Congress, Internet campaigns, marches, and so on.

Chapter 17: Entering the World Stage

CHAPTER SUMMARY

1. in Hawaii, the Philippines, and Puerto Rico
2. possible answers—Asia, because of its large population, or Cuba, because of its closeness to the U.S.
3. possible answer—by expanding its territory and extending its influence in Asia and Latin America

SECTION 1

Section Summary

1. Great Britain; France; Belgium; Germany; Japan; United States
2. It was ideal for coaling stations and naval bases.
3. He ordered U.S. marines ashore.
4. 1993
5. Many Chinese were unhappy with foreign influence.
6. Japan became the strongest power in East Asia.

Challenge Activity

Students might call attention to the buildup of American and Japanese influence. This would lead to conflict over territory. Also, Germany was one of the imperialist powers. With all these nations believing that their culture was superior, there would be conflict.

SECTION 2

Section Summary

1. José Martí
2. They used yellow journalism.
3. the *Maine*
4. Spain gave up all claims to Cuba. Spain gave Puerto Rico and Guam to the United States. The United States paid $20 million for the Philippines.
5. They were infuriated.

Challenge Activity

There are many publications that students might list. The tabloids are an obvious choice. However, there are also borderline publications that will require judgment calls by the students, and possibly discussion as well.

SECTION 3

Section Summary

1. They got rid of the mosquitoes that caused yellow fever.
2. The Platt Amendment made Cuba a U.S. protectorate.
3. Colombia
4. It said the Western Hemisphere was off limits to European nations.
5. U.S. troops were sent to stop a revolt.

Challenge Activity

Students should point out the ways in which the United States has interfered with Cuba's internal affairs. They should list the Platt Amendment and the base at Guantánamo. American interference was bound to lead to resentment.

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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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Vocabulary Builder

SECTION 1

1. progressivism
2. referendum
3. Seventeenth Amendment
4. recall
5. Robert M. La Follette
6. F; initiatives
7. T
8. 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

SECTION 3

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

Section Quiz

SECTION 1

1. muckrakers
2. Anti-Defamation League
3. Florence Kelley
4. Robert M. La Follette
5. Seventeenth
6. initiative
7. ILGWU
8. progressivism
9. NAACP
10. Lincoln Steffens

SECTION 2

1. e
2. h
3. i
4. c
5. a
6. g
7. f
8. k
9. d
10. b

SECTION 3

1. c
2. b
3. a
4. b
5. a

SECTION 4

1. Sixteenth Amendment
2. Federal Reserve Act
3. Clayton Antitrust Act
4. Nineteenth Amendment
5. antilynching

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

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REVIEWING THEMES

1. politics
2. society and culture
3. economics

Chapter Test

MULTIPLE CHOICE

1. b
2. d
3. c
4. c
5. b
6. a
7. a
8. c
9. a
10. a

PRACTICING SOCIAL STUDIES SKILLS

1. a

FILL IN THE BLANK

1. monopolies
2. Ballinger-Pinchot affair
3. deceptive advertising
4. monuments
5. Woodrow Wilson

TRUE/FALSE

1. T
2. F
3. F
4. T
5. T

MATCHING

1. d
2. c
3. h
4. g
5. i
6. b
7. j
8. e
9. a
10. k

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