MODULE 5: PROGRESSIVISM (1888 – 1921)

Module 2 / Lesson 4: Farmers and the Populist Movement (144 – 149)

A. The Big Idea: Farmers united to address their economic problems, giving rise to the Populist movement.

B. Why It Matters Now: many of the Populist reform issues, such as income tax and legally protected rights of workers, are now taken for granted.

C. Key Terms and People:
   a. Oliver Hudson Kelley
e. gold standard
   b. Grange
f. bimetallism
c. Farmers Alliances
g. William McKinley
d. Populism
h. William Jennings Bryan

D. Study Questions:
   a. What economic problems confronted American farmers in the 1890s?
   b. According to farmers and other supporters of free silver, how would bimetallism help the economy?
   c. What caused the panic of 1893?
   d. Why was the metal that backed paper currency such an important issue in the 1896 presidential campaign?

Lesson 1: The Origins of Progressivism (228 – 236)

A. The Big Idea: Political, economic, and social change in late 19th century America led to broad progressive reforms.

B. Why It Matters Now: Progressive reforms in areas such as labor and voting right reinforced democratic principles that continue to exist today.

C. Key Terms and People:
   a. Progressive movement
g. Robert M. La Follette
   b. Florence Kelley
h. initiative
   c. Prohibition
i. referendum
   d. Muckraker
j. recall
e. Scientific management
f. Henry Ford
k. Seventeenth Amendment

D. Study Questions:
   a. What were the four goals that various progressive reform movements struggled to achieve?
   b. Why did the prohibition movement appeal to so many women?
   c. How did Henry Ford embrace progressive ideas?
   d. What kind of state labor laws resulted from progressive?
   e. How did government change during the Progressive Era? How were these changes important?
Lesson 2: Education Reform (237 – 241)

A. The Big Idea: Reforms in public education led to a rise in national literacy and the promotion of public education.

B. Why It Matters Now: The public education system is the foundation of the democratic ideals of American society.

C. Key Terms and People:
   a. Booker T. Washington
   b. Tuskegee Normal and Industrial Institute
   c. W.E.B. Du Bois
   d. Niagara Movement

D. Study Questions:
   a. How did late 19th century public schools change?
   b. What institutions encouraged European immigrants to become assimilated?
   c. Why did some immigrants oppose sending their children to public schools?

Lesson 3: Segregation and Discrimination (242 – 250)

A. The Big Idea: African-Americans led the fight against voting restrictions and Jim Crow laws.

B. Why It Matters Now: Today, African-Americans have the legacy of a century-long battle for civil rights.

C. Key Terms and People:
   a. Ida B. Wells
   b. Poll tax
   c. Grandfather clause
   d. Segregation
   e. Jim Crow laws
   g. Plessy v. Ferguson
   h. debt peonage

D. Study Questions:
   a. In what ways was racial discrimination reinforced by the federal government’s actions and policies?
   b. How did conditions for African-Americans in the North differ from their circumstances in the South?
   c. How did Mexicans help make the South-west prosperous in the late 19th century?
Lesson 4: Women in Public Life (251 – 255)

A. The Big Idea: As a result of social and economic change, many women entered public life as workers and reformers.

B. Why It Matters Now: Women won new opportunities in labor and education that are enjoyed today.

C. Key Terms and People:
   a. NACW
   b. Susan B. Anthony
   c. Suffrage
   d. Elizabeth Cady Stanton
   e. NAWSA
   f. Suffrage

D. Study Questions:
   a. In the late 1890s what job opportunities were available to uneducated women without industrial skills?
   b. What social and economic effects did higher education have on women?
   c. How did the views of Susan B. Anthony and Lucy Stone differ on the passage of the Fourteenth and Fifteenth Amendments?
   d. Give two examples of national women’s organizations committed to social activism. Briefly describe their progressive missions.

Lesson 5: Teddy Roosevelt’s Square Deal (256 – 263)

A. The Big Idea: As president, Theodore Roosevelt worked to give citizens a Square Deal through progressive reforms.

B. Why It Matters Now: As part of his Square Deal, Roosevelt’s conservation efforts made a permanent impact on environmental resources.

C. Key Terms and People:
   a. Upton Sinclair
   b. The Jungle
   c. Theodore Roosevelt
   d. Square Deal
   e. Meat Inspection Act
   f. Pure Food and Drug Act
   g. conservation
   h. NAACP

D. Study Questions:
   a. What scandalous practices did Upton Sinclair expose in his novel The Jungle? How did the American public, Roosevelt, and Congress respond?
   b. How did Roosevelt earn his reputation as a trustbuster?
   c. How did Muir’s views on conservation differ from those of Roosevelt and Pinchot?
Lesson 6: Progressivism Under Taft (264 – 268)

A. The Big Idea: Taft’s ambivalent approach to progressive reform led to a split in the Republican Party and the loss of the presidency to the Democrats.

B. Why It Matters Now: Third-party candidates continue to wrestle with how to become viable candidates.

C. Key Terms and People:
   a. Gifford Pinchot
   b. William Howard Taft
   c. Payne-Aldrich Tariff
   d. Bull Moose Party
   e. Woodrow Wilson

D. Study Questions:
   a. As a progressive how did Taft compare with Roosevelt?
   b. Why did the Republican party split during Taft’s administration?
   c. What progressive reforms did the platform of the Bull Moose Party support?

Lesson 7: Wilson’s New Freedom (269 – 275)

A. The Big Idea: Woodrow Wilson established a strong reform agenda as a progressive leader.

B. Why It Matters Now: The passage of the Nineteenth Amendment during Wilson’s administration granted women the right to vote.

C. Key Terms and People:
   a. Carrie Chapman Catt
   b. Clayton Antitrust Act
   c. Federal trade Commission (FTC)
   d. Federal Reserve System
   e. Nineteenth Amendment

D. Study Questions:
   a. How did the Clayton Antitrust Act benefit labor?
   b. Why did Congress ratify the Sixteenth Amendment?
   c. How did the Federal Reserve System help keep the 1920’s economy stable?
   d. How did the tactics of Alice Paul and Lucy Burns differ from those of the other suffragists?
   e. Cite two examples of social welfare legislation that Wilson opposed during his presidency and the arguments he used to defend his position.