



**Study Guide Online**

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**Chapter Summary**

**Section 1  
The Gilded Age and Progressive Reform**

- Corrupt political bosses sometimes gained power over cities during the Gilded Age.
- Progressives supported reforms that gave more power to the voters.
- Muckrakers exposed political, social, and business corruption.

**Section 2  
The Progressive Presidents**

- Theodore Roosevelt tried to break up business trusts that hurt competition.
- Roosevelt's Square Deal called for conservation and consumer protection.
- Roosevelt and Progressive Republicans established the Bull Moose Party.
- Woodrow Wilson continued Progressive reforms in his New Freedom program.

**Section 3  
The Rights of Women**

- The Nineteenth Amendment guaranteed women the right to vote.
- The Eighteenth Amendment banned the sale and consumption of alcoholic beverages.

**Section 4  
Struggles for Justice**

- Booker T. Washington said African Americans should work patiently to move up in society, whereas W.E.B. Du Bois said blacks should actively fight discrimination.
- Mexican immigrants worked in low-paying jobs in the fields and factories and lived in ethnic neighborhoods called barrios.
- Asians faced discrimination, especially on the West Coast.
- Roman Catholics and Jews also faced different forms of discrimination.

**Key Concepts**

These notes will help you prepare for questions about key concepts.

**Progressive Era Amendments**

- **Sixteenth**—Congress gains power to pass an income tax
- **Seventeenth**—provides for direct election of senators
- **Eighteenth**—bans sale and consumption of alcohol nationally (later repealed)
- **Nineteenth**—gives women the right to vote in all elections

**Major Reform Legislation During the Gilded Age**

Date	Legislation	Major Purpose
1883	Pendleton Act	Fill government jobs on basis of merit
1887	Interstate Commerce Act	Regulate railroads, stop pools and rebates
1890	Sherman Antitrust Act	Prohibit attempts to destroy competition

**Major Reform Legislation During the Progressive Era**

1906	Pure Food and Drug Act	Protect consumers from unsafe food and drugs; stop false advertising
1914	Federal Trade Commission	Investigate attempts to destroy competition
1914	Clayton Antitrust Act	Ban practices limiting free enterprise; stop use of antitrust laws against unions

**Vocabulary Builder**

**Key Terms**

Answer the following questions in complete sentences that show your understanding of the key terms.

1. Why would Upton Sinclair be considered a **muckraker**?
2. Why would William Howard Taft be considered a **trustbuster**?
3. Why would Alice Paul and Carrie Chapman Catt be considered **suffragists**?
4. What happened to the more than 1,000 African Americans who were **lynched** in the South during the 1890s?

**Comprehension and Critical Thinking**

5. (a) **List** Which legislation did Congress pass to curb big business, and what were the goals of the legislation?  
(b) **Make Predictions** How effective do you think the legislation was?
6. (a) **Describe** Which four reforms were instituted during the Progressive Era to give voters more power?  
(b) **Apply Information** How would voters in your state use each of these reforms to get what they want done?
7. (a) **Recall** What did Theodore Roosevelt do to protect the nation's natural areas?  
(b) **Draw Conclusions** How have Americans benefited from Roosevelt's actions?
8. (a) **Recall** How did the role of President change during the administration of Theodore Roosevelt?  
(b) **Evaluate Information** Suggest one reason for the change.
9. (a) **Recall** What was the principal goal of the women's rights movement after the Civil War?  
(b) **Draw Inferences** Why was that an important goal?
10. (a) **Summarize** What kind of discrimination did African Americans, Mexican Americans, and Asian Americans face during this period?  
(b) **Link Past and Present** How do these groups still face similar discrimination today? Which types of discrimination are no longer legal?

**History Reading Skill**

11. **Identify and Explain Central Issues** Explain the issues central to corruption in city government, placing them in the context of the nation's growth in the late 1800s. Give an example of a problem that resulted from this corruption. How did people respond to that corruption?

**Writing**

12. **Write a two-paragraph persuasive composition:**

Choose one particular present-day problem that you feel needs to be corrected. (You do not need to provide a solution.) Express your opinion about this problem, explaining why it needs to be addressed. Include several facts and reasons supporting your opinion. Then, end with a strong statement meant to persuade your readers to take action against the problem.

13. **Write a Narrative:**

Imagine you are a Japanese immigrant in California around 1910. Write a narrative describing your experiences since arriving in the state.

**Skills for Life**

**Analyze Photographs**

Use the photograph below by Jacob Riis to answer the questions that follow.



Seventh Avenue night school, New York  
(From *Children of the Poor*, 1892.)

14. (a) Who are the people in the photograph?  
(b) What are they doing?
15. How do you think the photographer feels about the situation in the photograph? Explain.
16. In general, does the photograph give a reliable idea of how poor people lived in New York City? Explain.

## Test Yourself

1. The principal reason Theodore Roosevelt wanted to break up certain trusts was that he believed they

- A were unfair to entrepreneurs.
- B hurt workers and the public.
- C made a few Americans rich and kept the majority poor.
- D threatened to slow the growth of foreign trade.

2. Unlike Booker T. Washington, W.E.B. Du Bois believed that African Americans should

- A work to achieve equal rights gradually.
- B accept racial segregation laws.
- C actively resist discrimination.
- D focus on gaining industrial and agricultural skills.

Refer to the quotation below to answer Question 3.

“I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

3. The person who made the above statement would best be described as a

- A muckraker.
- B suffragist.
- C prohibitionist.
- D conservationist.

## Document-Based Questions

**Task:** Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

Write a short essay about the muckrakers of the late 1800s and early 1900s. Be sure to identify the different muckrakers and to describe their goals and accomplishments. Include information about how they got their name.

**Document 1:** The excerpt below is from journalist Ida Tarbell’s *History of the Standard Oil Company*. What does Tarbell say is the goal of a trust?

“Standard Oil Trust is the most perfectly developed trust in existence; that is, it satisfies most nearly the trust ideal of entire control of the commodity in which it deals. Its vast profits have led its officers into various allied interests, such as railroads, shipping, gas, copper, iron, steel, as well as into banks and trust companies. . . . It has led in the struggle against legislation directed against combinations. Its power in state and Federal government, in the press, in the college, in the pulpit, is generally recognized.”

**Document 2:** In *How the Other Half Lives*, Jacob Riis called attention to the misery of tenement living. What aspect of tenement living is Riis describing in this excerpt?

“It is said that nowhere in the world are so many people crowded together on a square mile as here. . . . In this house . . . there were fifty-eight babies and thirty-eight children that were over five years of age. In Essex Street, two small rooms in a six-story tenement were made to hold a “family” of father and mother, twelve children, and six boarders. These are samples of the packing of the population that has run up the record here to the rate of three hundred and thirty thousand per square mile.

The densest crowding of Old London . . . never got beyond a hundred and seventy-five thousand. Even the alley is crowded out. Through dark hallways and filthy cellars, crowded, as is every foot of the street, with dirty children, the settlements in the rear are reached.”