

GO ONLINE FOR DIGITAL RESOURCES

 VIDEO

 INTERACTIVITY

 AUDIO

 GAMES

 ASSESSMENT

 eTEXT

The BIG Question

When does change become necessary?

 VIDEO



Jumpstart Activity

 INTERACTIVITY

Lesson 1

The Progressive Era

Lesson 2

Unequal Opportunities for African Americans

Lesson 3

The Fight for Women's Rights

What if your school library made a rule that allowed only teachers to have the right to borrow books? Work with a partner to write a protest sign explaining why you think this rule is fair or not fair. Write ideas for your signs on the lines. Then hold a protest march in the classroom.

Pushing for Progress

Preview the chapter **vocabulary** as you sing the rap.

The workers didn't have a say, to work what day
or night,

So they decided to have a **strike**, with labor unions'
might.

Now unions and workers could breathe easy and stay,
Because they now only had to work eight hours a day.

As time moved on the rules were black or white,
African Americans were barred their **civil rights**.
"Separate but Equal" was the law of the land,
With this unfair treatment, they had to take a stand.

During this same time women could not vote,
Their rights were limited and they had little hope.
Suffrage is a right that women should have had,
But it took the Nineteenth Amendment to make
it ironclad.



Where were the key events of the struggle for reform?

During the Progressive Era, African Americans, workers, and women fought for rights.

A separate waiting area segregated people by race.



TODAY

You can visit the Center for Civil and Human Rights museum in Atlanta, Georgia.

What happened and When?

Read the timeline to see some of the events related to the Progressive Era.

1870

1880

1890

1869

National Woman Suffrage Association founded.

1886

American Federation of Labor founded.

1889

Jane Addams founds Hull House in Chicago.

Today

You can visit Hull House Museum.

1896

The Supreme Court rules in *Plessy v. Ferguson*.

Who will you meet?



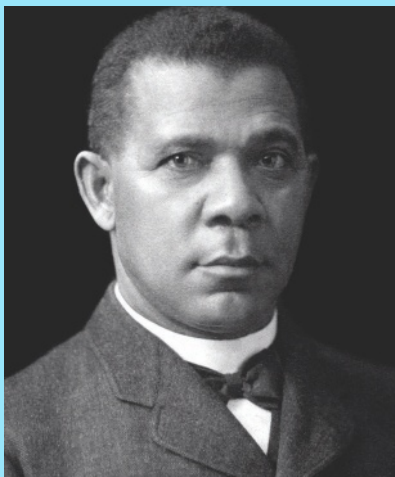
Theodore Roosevelt

As president, supported laws to protect workers, consumers, and the environment



Ida Wells-Barnett

Supported an end to violence against African Americans by writing articles and giving speeches



Booker T. Washington

Supported the education of African Americans



Susan B. Anthony

Worked for equal rights for women and suffrage for women



INTERACTIVITY

Complete the interactive digital activity.

1900

1910

1920

1909

NAACP founded.

1911

Fatal fire rages at the Triangle Shirtwaist Company.

1920

The Nineteenth Amendment gives women the right to vote.

Express Yourself!

The Progressive Era was a time of great change in the late 1800s and early 1900s. Labor leaders fought against terrible working conditions and child labor. African Americans, women, and others protested for equal rights. Immigrants and the poor struggled to succeed.

Your group will create four pages of a graphic novel that shows an issue from the Progressive Era. A graphic novel tells a story through images and words.

Quest Kick Off

Your task is to write four pages of a graphic novel for my publishing company. You will work with a small group of your talented classmates to write and illustrate a graphic novel about one of the important issues or groups from the Progressive Era.

1

Ask Questions

What group or issue do I want to feature in my graphic novel? What type of images should we show? Write at least two questions of your own.

.....

.....

.....

2

Use Sources

Follow your teacher’s instructions to learn how to use primary and secondary sources in your graphic novel. As you find sources answer these questions.

1. What does the primary or secondary source show or say?

.....
.....

2. What message does the author or artist want to send?

.....
.....



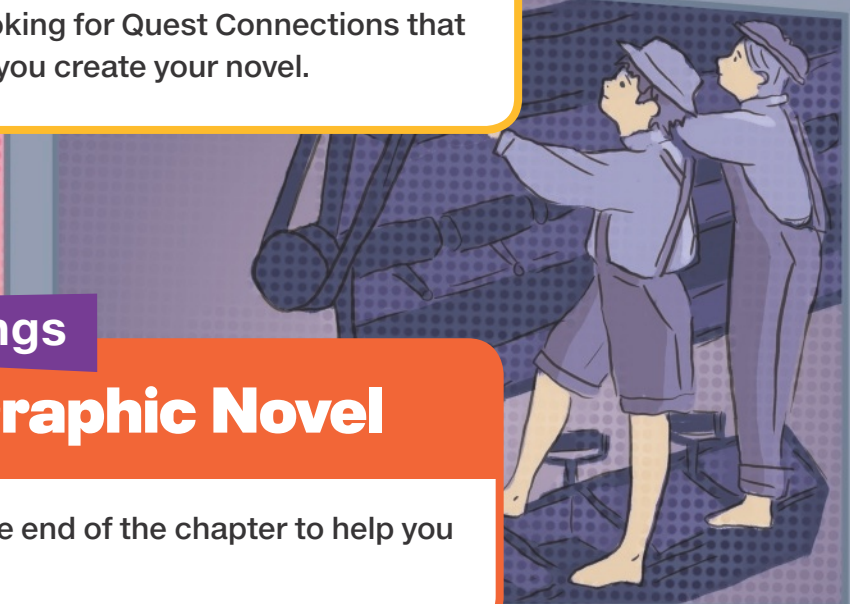
INTERACTIVITY

Go online to learn more about the parts of a graphic novel.

3

Look for **Quest** Connections

Begin looking for Quest Connections that will help you create your novel.



4

Quest Findings

Publish the Graphic Novel

Use the Quest Findings page at the end of the chapter to help you publish your graphic novel.

The Progressive Era



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know that changes in the American economy led to problems that Progressives tried to solve.

Vocabulary

trust
strike
strikebreaker
boycott
Progressive
muckraker
conservation

Academic Vocabulary

challenge
process

This poor area of New York City shows the overcrowded conditions typical of most big cities in the early 1900s.

Jumpstart Activity

Choose a piece of paper that your teacher will provide. You will either be a worker or a factory owner. Workers will gather together and think of things that they might want from the owners. The group of factory owners will get together and discuss what the workers' requests will cost them. Encourage students to try to compromise.

The United States was changing rapidly in the early 1900s. New inventions were changing people's lives. Across the country, growing industries created jobs that attracted workers to cities. The number of people moving into cities and doing new kinds of jobs caused some problems. However, many groups and individuals worked to help solve the problems.



Industrialization Leads to Challenges

Industrialization was an important issue in the twentieth century. More and more Americans had jobs in factories, but working conditions were often very bad. Workers toiled for ten hours at a time, six days per week. Many factories were unhealthy and even dangerous places to work. Industrialization also led to urbanization. As more workers moved to cities to find jobs, cities became overcrowded. Housing was limited.

The companies that owned the big factories kept growing. Some of them joined together to form large groups called **trusts**. These trusts could control an industry and drive other companies out of business. As the trusts grew stronger, they had more control over working conditions.

One tragedy showed why new laws were needed to change working conditions. The Triangle Shirtwaist Company in New York City produced clothing. During the day, the main doors were locked to keep workers from stealing. When a fire started on March 25, 1911, workers could not open the doors. Firefighters' ladders could not reach the eighth-floor workshop. Some workers died jumping from windows. Others died when the fire escape collapsed. Most of the 146 who died were young women.

Another problem was child labor. In 1900, almost 2 million children worked in factories and mines. Some were as young as five years old. Others worked on the street, selling newspapers or shining shoes. Few poor children, especially those from other countries, had ever gone to school.

Americans knew that progress had to be made to solve these problems. These ideas would change the economic growth and development of the country.



INTERACTIVITY

Explore the key ideas of this lesson.

In the early 1900s, many American children worked in mills, mines, or factories like this one.



The Labor Movement

By the late 1800s, workers demanded shorter workdays, better wages, and better working conditions. Workers began turning to labor unions for help.

One of the first national labor unions, the Knights of Labor, was organized in 1869. It was effective at first, but it attracted radicals, or people with extreme views, so people left the group. In 1886, a new union replaced it. This union was the American Federation of Labor, or AFL.

The founder of the AFL was Samuel Gompers, a Jewish immigrant who wanted better wages and working conditions for members. The new union grouped members by skill. All the carpenters belonged to one craft union. The hat makers belonged to another. By 1904, the AFL had about 2 million members.

Meanwhile, the United Mine Workers relied on the help of Mary Harris “Mother” Jones. In the 1890s, Jones unionized coal miners in Pennsylvania. Later, she worked to end child labor in the Pennsylvania mills.

Starting in 1882, parades were held to honor workers’ rights. In 1894, Congress recognized the labor movement by making Labor Day a national holiday.

Unions Demanded Change

Unions wanted more money and better working conditions. However, business owners wanted to keep expenses down to make products affordable. Creating lasting change was a **challenge**. Sometimes union leaders tried to achieve their goals by calling a strike. During a **strike**, workers refuse to work until business owners agree to their demands.

Some strikes turned violent. In July 1892, steelworkers in Homestead, Pennsylvania, went on strike. Thousands of immigrants eagerly replaced the striking workers. These replacements were called **strikebreakers**. The striking workers attacked the replacements. Armed guards were hired to protect the strikebreakers. By the time the strike ended, several people had been killed or injured.



Mary Harris “Mother” Jones

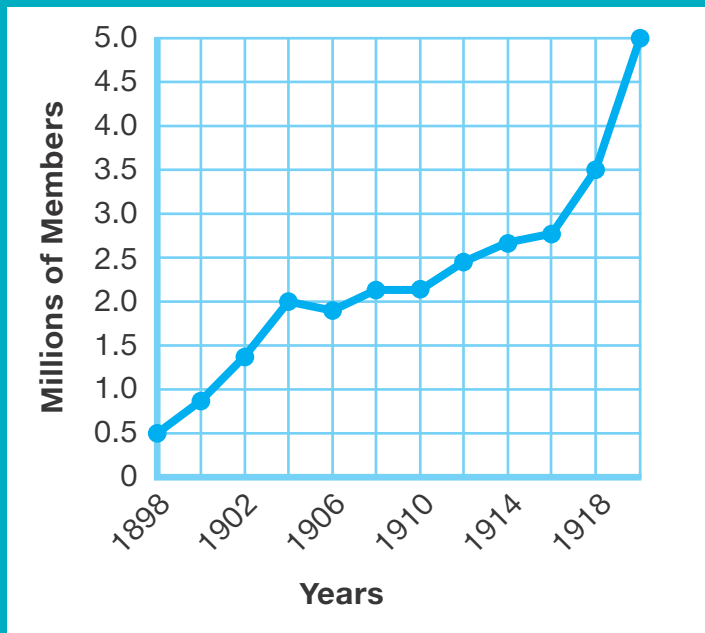
1. Reading Check

Turn and talk with a partner to **describe** the significance of Labor Day becoming a national celebration.

Academic Vocabulary

challenge • *n.*, something difficult

U.S. Union Membership, 1898–1920



Source: U.S. Department of Commerce, Bureau of the Census

Another union strategy was the boycott. During a **boycott**, people agree not to buy goods made by a certain company. When the company agrees to change the way it operates, the boycott ends.

As unions became stronger, working conditions improved. Some cities and states passed laws that shortened the workday to eight hours. Another law made employers responsible for helping injured workers. Samuel Gompers supported state laws that helped end child labor.

Solving America's Problems

By the late 1800s, many cities faced overcrowding, big trusts, dangerous factories, and dishonest politicians. Some of the people who tried to find solutions to these problems were called **Progressives**. A group of writers helped spread the Progressives' ideas. These writers were called **muckrakers**, because they uncovered "muck," or shameful conditions in American business and society.

2. Reading Check

Analyze the line graph. **Turn and talk** to a partner, and **explain** what factors might have contributed to an increase in union membership in the early 1900s. Then **circle** the point on the graph when union membership reached 2 million members.

Word Wise

Word Origins During the 1870s, farmers in Ireland faced a crisis. A retired British army captain named Charles Boycott tried to evict some farmers from their land. When people found out, everybody refused to work with him or buy his goods. His crops soon rotted. Soon, Boycott's name was used everywhere to describe a refusal to buy goods.



Young boys who work selling newspapers sleep on a warm grate before their early-morning shift.

Quest Connection

Look at the image of the boys. What can you tell about their lives? Think about the image as a document you want to use for your Quest.

INTERACTIVITY

Your graphic novel will be more powerful with good images. Go online to learn how to use images effectively in your graphic novel.

Academic Vocabulary

process • *n.*, system by which something is done

Ida Tarbell showed the danger of trusts in *The History of the Standard Oil Company*, about John D. Rockefeller's oil company. Another muckraker, Upton Sinclair, wrote *The Jungle*. This novel described the horrible conditions in the meatpacking industry. Jacob Riis photographed the terrible living conditions of many immigrants and working people in overcrowded cities. His work was called *How the Other Half Lives*. Muckrakers focused Americans' attention on these issues, and people began to call for change.

3. **Reading Check** Explain why the books the muckrakers wrote were important.

Roosevelt Takes Action

Theodore Roosevelt became president in 1901. He supported many Progressive ideas. In 1902, Roosevelt used a law, the Sherman Antitrust Act, to break up many big business trusts into smaller companies. President Roosevelt sometimes supported striking workers, too. In 1902, he helped coal miners in the state of Pennsylvania win higher wages and a shorter workday.


In 1906, Roosevelt supported two laws to help make the **process** of making food and medicine safer. The Meat Inspection Act said that inspectors must check meat to make sure it was safe. The Pure Food and Drug Act made companies reveal the ingredients in their products.

Achievements of the Progressive Era

Some Progressives wanted to improve life for immigrants and others who might need some help, especially in the cities. One individual who made great contributions to society was Jane Addams. In Chicago in 1889, she started a settlement house, or center that offers help to needy people. She called it Hull House. It offered English classes and other courses. Working parents could leave their children in a nursery there. Hull House was a great accomplishment. Soon, settlement houses opened all over the country.

Progressives supported other laws to change American life. Many workers now worked eight hours, instead of ten or more. President Woodrow Wilson backed laws to end child labor and to protect workers injured on the job. He also declared strikes and boycotts to be legal. Other laws made homes and workplaces safer. Children now had to attend school. Cities built the first playgrounds in crowded neighborhoods.

As government tried to do more, it became more expensive. Congress passed the Sixteenth Amendment in 1913, so the government could tax people's income, or wages. The money from this tax helped pay for new programs. Under the Seventeenth Amendment, citizens could elect their senators directly. This gave people more political power.

4.  **Reading Check Summarize** Complete these statements about changes during the Progressive Era.
- a. Roosevelt used the Sherman Antitrust Act to break up _____.
 - b. To pay for programs, the government began to tax _____.
 - c. President Wilson declared _____ to be legal.
 - d. Jane Addams opened _____.
 - e. The _____ let inspectors check meat.



President Roosevelt (right) visited Yosemite with John Muir (left) in 1903.

Other Progressive Goals

Progressives often helped people who society overlooked. Rebecca D. Lowe, of the Atlanta Women's Club, worked to develop public kindergartens in rural areas of Georgia. She wanted to provide a better education for very young children living in poor areas outside the cities.

Clara Barton was another important reformer. During the Civil War she had been a nurse. Later she worked to get international laws passed that would help the sick and wounded during war. In 1881, she organized the American Red Cross.

Dorothea Dix was another Civil War nurse. For most of her life, she worked to improve the treatment of people who were mentally ill. Their mistreatment in a Massachusetts prison shocked her. After visiting other state prisons, she sent a report to the legislature. Because of this report, the legislature voted to enlarge the state hospital facilities. For the next 40 years, Dorothea Dix worked to make other states build hospitals for the mentally ill.

Progressives also worked for **conservation**, or the protecting and saving of the wilderness. In 1872, the government established Yellowstone, the world's first national park. People like John Muir urged the government to establish Sequoia (suh KWUI uh) and Yosemite (yoh SEM uh tee) National Parks in 1890.

President Roosevelt strongly believed in conservation. He loved the outdoors and worked to protect the country's wilderness areas. In 1905, Roosevelt urged Congress to create the U.S. Forest Service.



National parks are places where people can hike, climb, and enjoy nature. Here a father and daughter scale a mountain in Yosemite.

Lesson 1 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

5. **Cause and Effect** How did the accomplishments of the Progressives affect the lives of workers in the United States?

6. Imagine you are a reporter visiting Hull House for the first time. **Identify** the individual who started Hull House. Write about how this accomplishment contributed to improvements in the lives of people in Chicago.

7. **Understand the Quest Connections** Choose a picture from this lesson. On a separate sheet of paper, list three details about it. Then decide whether you can use the image in your graphic novel.

Solve Problems

The Progressives tried to solve political and social problems in the United States. To **solve a problem**, follow these steps:

- Identify the problem.
- Gather information about possible ways to solve the problem. Then list and consider the options.
- Consider the advantages and disadvantages of each option.
- Identify a solution and evaluate its effectiveness.

This chart identifies a problem that presidents Roosevelt and Wilson tried to solve during the Progressive Era. Read the steps each president followed to find a solution.

Problem

Large groups of companies, called trusts, controlled entire industries. These trusts could drive out competitors.



Possible Solutions

- There was an 1890 law called the Sherman Antitrust Act. It said trusts should not exist.
- A president can encourage Congress to pass new laws to stop bad practices, such as trusts.
- The president, as head of the executive branch, can make sure that laws are put into action.



Solution

President Roosevelt used the Sherman Antitrust Act to break up trusts. President Wilson urged Congress to pass a new law to prevent trusts.

Your Turn!

1. Upton Sinclair wrote a novel about the horrible conditions in Chicago's meatpacking plants. Complete the chart below to show how President Theodore Roosevelt solved the problem.



VIDEO

Watch a video about solving problems.

Problem:

The conditions in the meatpacking plants were horrible.

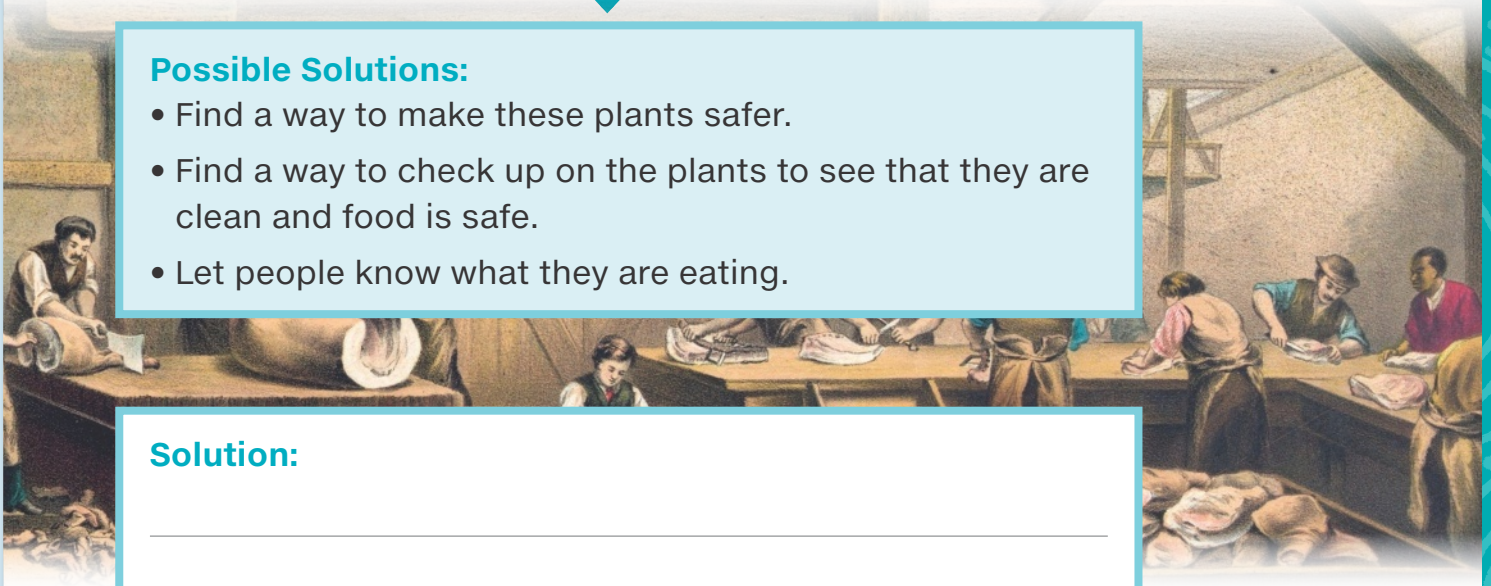


Possible Solutions:

- Find a way to make these plants safer.
- Find a way to check up on the plants to see that they are clean and food is safe.
- Let people know what they are eating.

Solution:

2. **Think** about a problem affecting your school or community. **Use** a problem-solution chart to show the steps you would follow to solve it. Include information about why this solution will be effective.



Unequal Opportunities for African Americans



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unlock The BIG Question

I will know that it was necessary to change the unfair treatment of African Americans.

Vocabulary

civil rights
Great Migration

Academic Vocabulary

motivation
advocate

Jumpstart Activity

Work with a partner to identify an example of unfair treatment. You may include your own experience, or other events you have seen or heard about. Together, think of some ways to make the situation more fair.

After Reconstruction ended, African Americans faced many difficulties. Harsh laws separated the races in the United States, especially in the South. Even the U.S. Supreme Court did not help to end this unfair treatment. Trying to escape this prejudice, many African Americans moved north to start new lives.

People protest Jim Crow laws.



Jim Crow Laws

Between the end of Reconstruction and the mid-1950s, hundreds of laws made segregation legal. Segregation is the separation of people of different races. These laws were known as Jim Crow laws.

Under Jim Crow laws, white Americans and African Americans led almost completely separate lives. These laws segregated schools, theaters, buses, trains, and other public spaces. Blacks and whites could not sit together in the same restaurants or use the same restrooms. They could not drink at the same water fountains.

In southern states, other laws were passed to keep African Americans from voting. Beginning in 1890, some states required voters to pass a reading test to vote. Because the education of African Americans was often discouraged, many could not pass the test. In other states, African Americans had to pay a voting tax.

Segregation Limits Opportunities

Segregation limited the civil rights of African Americans. **Civil rights** are the rights all citizens should have under the U.S. Constitution. In 1890, Louisiana passed a Jim Crow law that segregated railroad cars. Two years later, Homer Plessy challenged this law by purposely sitting in a railroad car reserved for white people. After his arrest, Plessy sued Louisiana. The case was called *Plessy v. Ferguson*.

In 1896, the Supreme Court ruled in this case. Most of the justices thought Plessy was guilty. They said that it was legal to separate the races if the facilities for blacks and whites were equal. This is called the separate but equal principle.

One Supreme Court judge disagreed. John Marshall Harlan said the court's decision was wrong. He wrote that

Primary Source

“... in the eyes of the law, there is in this country no superior, dominant, ruling class of citizens.”

—John Marshall Harlan, Dissenting Statement, 1896



INTERACTIVITY

Explore the key ideas of this lesson.



Many bus and train stations had separate waiting rooms for African Americans.

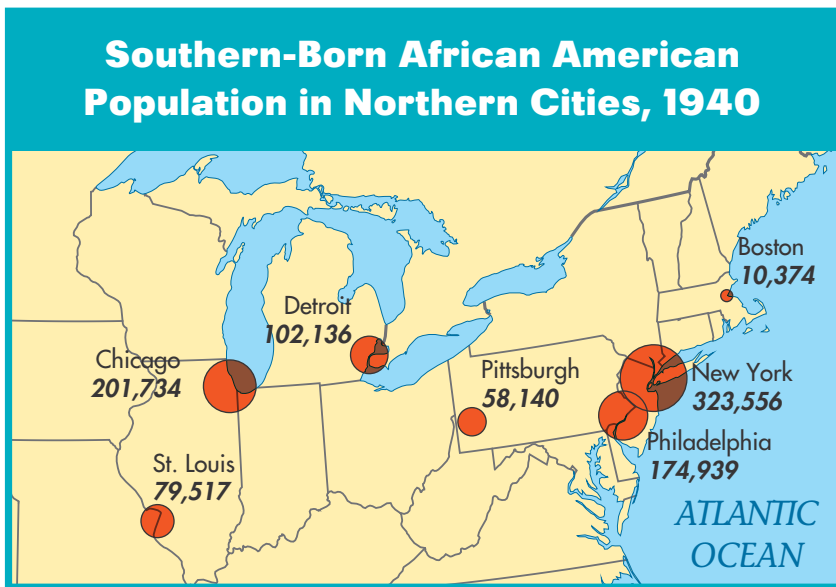
Migrating North

Academic Vocabulary

motivation • *n.*, reason to take an action

Low wages and unfair laws in the South gave many African Americans a **motivation** to leave. Between 1916 and 1970, about 6 million African Americans moved from farming areas in the South to big cities in the North. This movement is known as the **Great Migration**.

The hope of better-paying jobs and better living conditions drew African Americans to New York, Detroit, Cleveland, and Chicago. They read about job opportunities in the *Chicago Defender*. This was an important African American newspaper that encouraged the Great Migration.



Source: The University of Washington

Prejudice was only one of the problems that pushed people out of the South. African Americans working as sharecroppers found it hard to escape poverty. Also, many southern farms failed after insects damaged cotton crops in the 1890s.

African Americans faced prejudice in the North, too. Some northern states had segregated schools, theaters, hotels, and restaurants. Some African Americans lived together

in poor neighborhoods. However, many created thriving communities with successful African American businesses. These communities impacted the growth of the economy. Neighborhoods such as Chicago's Bronzeville and New York City's Harlem became vibrant centers of African American arts and culture.

African American Leaders

Booker T. Washington was one of the most famous and respected African American leaders of his time. He had been enslaved as a child and grew up in poverty during Reconstruction. But he was determined to get an education, and he put himself through school.

1. Reading Check

Analyze the map.
Circle the names of the three cities that had the largest population of Southern-born African Americans.

Washington believed that African Americans needed education before anything else. Useful skills would lead to better jobs. Over time these jobs would help African Americans overcome prejudice. He dedicated his life to creating educational opportunities for African Americans.

W.E.B. Du Bois (doo BOYZ) was another important African American **advocate** for civil rights. His life was very different from Washington's. Du Bois was never enslaved. Born in Massachusetts in 1868, he graduated from Fisk University, an African American college in Tennessee.

Mary McLeod Bethune also believed that education was the best way to achieve racial equality and civil rights. In 1904, she founded a school for African American girls in Daytona Beach, Florida. Later her school became Bethune-Cookman College.

Ida Wells-Barnett was born in Mississippi in 1862. After 1895 she lived in Chicago, where she worked for a newspaper. She also founded the first voting rights club for African American women in Illinois. In her speeches and articles, she supported an end to violence against African Americans. Wells-Barnett once proclaimed,

Primary Source

“Get yourselves united and educate public sentiment on this subject, and there will certainly be a reaction.”

—Ida Wells-Barnett, speech, 1896



Academic Vocabulary

advocate • *n.*, person who supports a particular cause

Quest Connection

Read the quote by Ida Wells-Barnett. What do you think “educate public sentiment” means? What other questions can you ask yourself about her words?



INTERACTIVITY

Go online to learn more about how to use primary sources in your graphic novel.

2. Reading Check

Turn and talk with a partner. **Identify** what both Booker T. Washington and Mary McLeod Bethune saw as the key to success, and why.

Mary McLeod Bethune

New Institutions

Robert S. Abbott founded the *Chicago Defender* in 1905. Over time it became one of the most important African American newspapers in America. You have read that the *Defender* played a part in the Great Migration. Later, during World Wars I and II, the newspaper supported equal treatment for African American soldiers.

In 1909, W.E.B. Du Bois joined Ida Wells-Barnett and others to start the National Association for the Advancement of Colored People, or the NAACP. This organization wanted to end prejudice and segregation in housing, schools, jobs, voting, and other areas. Lawyers from the NAACP argued against segregation laws at the Supreme Court. These lawyers, such as future Supreme Court Justice Thurgood Marshall, won the case that ended school segregation in 1954.

Booker T. Washington founded the Tuskegee Institute in 1881. At first, the school taught farming and practical job training to African Americans. For example, students could learn carpentry and printing. In addition, Tuskegee students studied history, science, math, and English. The famous scientist and inventor George Washington Carver did important research at the school. His research helped farmers become more successful.

George Washington Carver (center) was in charge of the agriculture department at the Tuskegee Institute.



A dozen other colleges for African Americans opened, and older colleges began accepting African American students. However, Tuskegee remained a leader in education for African Americans. In 1943, Tuskegee's fourth president helped start the United Negro College Fund to provide scholarships to deserving students. The Institute became Tuskegee University in 1985.

3.  **Reading Check** **Describe** Booker T. Washington's feelings toward education.

Word Wise

Root Words When you see an unfamiliar word, try using root words to figure out the meaning. Inside the word *scholarship* is the root word *scholar*. You know that a scholar is someone who has an education. You can figure out that *scholarship* means "a payment made to support a student's education."



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

Lesson 2 Check

4. **Cause and Effect** How did growing industries in the North affect the Great Migration?

5. You are an African American worker who moved to a northern city in 1910. Write a short letter that **describes** your life and what you would like to see change.

6. **Understand the *Quest* Connections** Write a question you could ask about Ida Wells-Barnett's words as you plan your graphic novel.



Nat Love's Personal Memoir



Nat Love was born in Tennessee in 1854. At that time, he and his family were enslaved. After the end of the Civil War, when Love was just 15 years old, he left the South to look for a better job.

When Love migrated to the West, he worked as a cowhand. Eventually, he became a railroad worker in Colorado. He was a hard worker, and he soon made up to \$40 a month. For the late 1800s, this was a very good wage.

In 1907, Love published a memoir about his life and work. He told the story of his childhood in the South and his first search for work.

Vocabulary Support

After walking everywhere looking for work for two days

the children thought I was very rich

secured, v., found

notwithstanding, prep., in spite of

jubilant, adj., joyful

impart, v., to tell

commence, v., to start

After tramping around the country for two days, I finally **secured** work with a Mr. Brooks, about six miles from home at one dollar and fifty cents a month. **Notwithstanding** the smallness of my prospective wages, I was happy and returned home in a **jubilant** frame of mind, to **impart** the news to mother. I was to **commence** the next morning. Mother said it was not much, but better than nothing. I told mother that I thought I could bring some food and clothing home for the children before the month was out. The little ones hearing this, were overjoyed and looked on me as a rich man indeed.

- Nat Love, Personal Memoir, 1907

Fun Fact

In the year 1900, the average American wage was \$36.50 per month.

Close Reading

1. **Identify and circle** the two reactions Love’s family had when he got his first job.
2. **Infer** why Love’s family had different reactions to his job. Why does he describe his own reaction as “jubilant”?

Wrap It Up

Compare Love’s description of his first job to his job on the railroad in Colorado. Write a paragraph to describe how Nat Love’s career changed over time. Explain how leaving the South affected his career.

The Fight for Women's Rights



INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

temperance
suffrage
suffragist

Academic Vocabulary

announce
propose

The first department stores appeared in the 1800s. These large stores offered many job opportunities for women.

Unlock The BIG Question

I will know that many people worked to gain equal rights, including voting rights, for women.

Jumpstart Activity

In small groups, vote to choose where you would like to go this weekend. Discuss how you would feel if one member of your group had not been able to vote.

In the early 1900s the United States was changing, and women wanted to be part of that change. New jobs and better educational opportunities made their lives richer. But women's rights were limited, and they still could not vote.



Changing Roles for Women


Most married women in the mid- to late-1800s were homemakers. They stayed at home and cared for their husbands and children. Before they married, many women in cities worked as maids or in factories, mills, and workshops. Better-educated women were teachers. Very poor women kept working after they married. Often, they washed and mended clothes. By 1900, about 4 million women worked in jobs other than farming. Few women worked in the same professions as men.

Life was different for women in rural areas. In the country, pioneer women always shared farm or ranch chores with their husbands. Both women and men had to work to survive. Equal work often resulted in equal rights for rural women.

Between 1900 and 1925, job opportunities for women grew quickly. More women were graduating from colleges and universities. Women still cared for families and homes, but better education made other jobs possible.

Women worked in large offices or as telephone operators. They became nurses, professors, librarians, and social workers. A few were lawyers, doctors, and writers. But jobs changed for other reasons, too. Washing machines, vacuum cleaners, and other work-saving devices meant fewer jobs for maids, so former maids began working in department stores.

The changing American way of life created more opportunities for work, but also more need for income. Families now bought cars and telephones. They wanted to live in better homes. More women went to work than ever before, and their income helped pay for these new products. These changing ideas about the equality of opportunities for women affected economic growth in the United States.

1.  **Reading Check** Describe one way in which life changed for women in the late 1800s.



INTERACTIVITY

Explore the key ideas of this lesson.



This is the cover of the program, or plan, for a women's suffrage march in 1913.

Word Wise

Word Origins The term *temperance* first appeared in English around the 14th century A.D. It is from the Latin verb *temperare*, which means “to moderate.” At first, *temperance* referred to both eating and drinking. By the late 1800s, however, *temperance* had come to refer specifically to alcohol.

2. Reading Check

Identify four things women were working to change in the 1800s. Underline these reforms on the page.

Academic Vocabulary

announce • v., to make known officially or publicly

Working for More Rights

In the 1800s, many jobs were closed to women. Married women couldn't own property. In the 1800s, the abuse of alcohol was widespread, so often women had problems in the home. Many women (including Susan B. Anthony) joined the temperance movement. **Temperance** was a call for people to reduce or stop drinking alcohol. Many women also worked to end slavery. In time, women realized that they should also gain more rights for themselves.

In July 1848, two women's rights leaders, Lucretia Mott and Elizabeth Cady Stanton, organized a meeting in Seneca Falls, New York, to discuss women's rights. Stanton read a statement based on the Declaration of Independence. It was meant to **announce** that men and women were equal. She declared that,

Primary Source

“[Man] has compelled [woman] to submit to laws, in the formation of which she had no voice.”

—Elizabeth Cady Stanton, “Declaration of Rights and Sentiments,” 1848

Later the convention voted on 12 statements about women's rights. The ninth one demanded that women have the right to vote. The women's suffrage movement grew stronger. **Suffrage** is the right to vote, and people who worked for women's suffrage were called **suffragists**. In 1851, Susan B. Anthony joined Elizabeth Cady Stanton, and the two led what was called the “woman suffrage” movement for 50 years.


Other women played important roles in this movement. In 1850, Lucy Stone helped organize the first national convention on women's rights. Other women worked at the state level. Lillian Feickert helped to organize the New Jersey League of Women Voters.

Women's Right to Vote

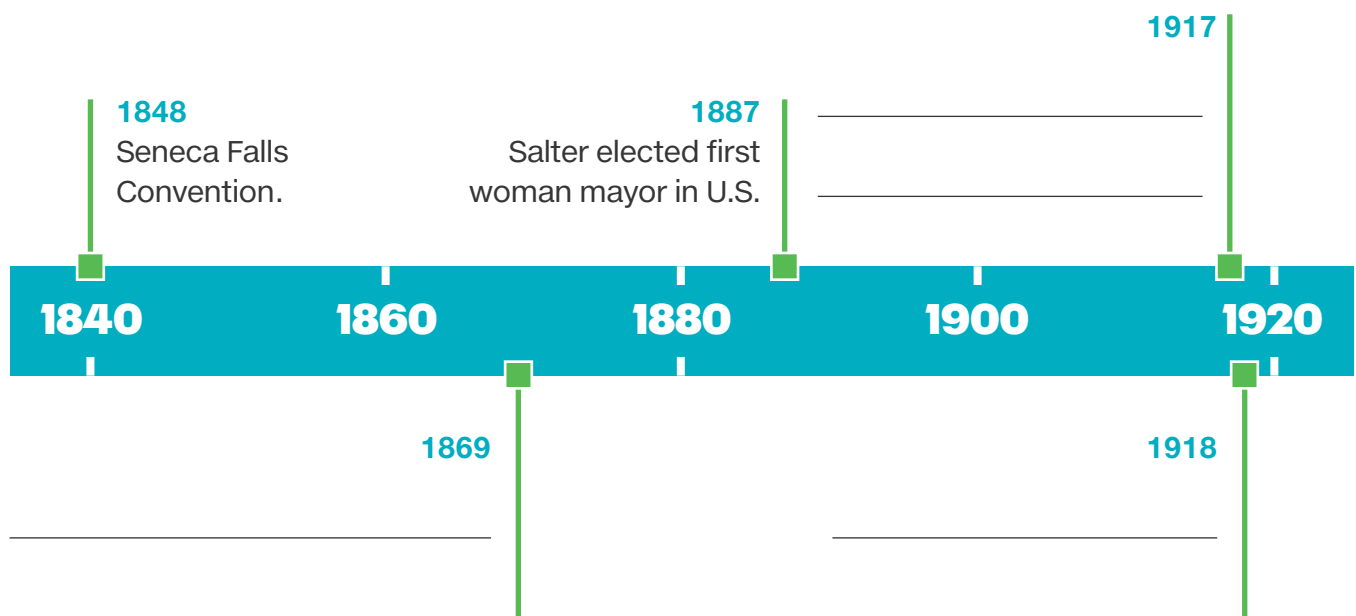
In 1869, Susan B. Anthony and Elizabeth Cady Stanton founded the National Woman Suffrage Association. In that same year Lucy Stone started the American Woman Suffrage Association. Stone wanted state governments to change their constitutions so women could vote in each state. In 1890, the two groups joined, and they worked together for the next 30 years.

These suffragists faced a tough fight. In 1874, the Supreme Court ruled that being a citizen did not automatically give a woman the right to vote. Instead, each state should decide women's political rights.

Women had more rights in the West. As a territory, Wyoming gave suffrage to women in 1869. When it entered the Union in 1890, it was the first state with full suffrage for women. The small town of Argonia, Kansas, elected Susanna Medora Salter mayor in 1887. She was the country's first female mayor. By 1900, women had full voting rights in Utah, Colorado, and Idaho. Other states followed. In 1917, Jeannette Rankin, a reformer and women's rights leader, became the first woman elected to the United States Congress. By 1918, women had the same voting rights as men in 15 states.

3.  **Reading Check**
Identify and fill in the missing events in the timeline.

Timeline of Important Events in Suffragist History



The Nineteenth Amendment

Academic Vocabulary

propose • *v.*, to suggest



Women joined the military during World War I.

By the late 1800s, women in a few other countries, such as New Zealand, were beginning to win the right to vote. In 1878, Elizabeth Cady Stanton decided to **propose** a suffragist amendment to the Constitution. It was presented in every Congress.

In 1914, the United States Congress failed again to pass the amendment giving women the vote. Suffragists did not give up. Support for women's suffrage continued to increase around the country and in Congress. After all, women in 15 states were electing representatives to Congress. These elected officials had to listen to women voters now.

Then the United States entered World War I in 1917. Women played an important role in the war. When men went to fight, women took over their jobs at home. Nearly 11,300 women joined a special branch of the U.S. Navy. They did not fight in battles, but they translated documents, studied fingerprints, designed camouflage, and did other important tasks. Some served as nurses in hospitals in France. If women could serve their country during war, why could they not vote?

In 1919, Congress passed the Nineteenth Amendment to the Constitution. The law said:

Primary Source

“The right of citizens to vote shall not be denied or abridged [limited] by the United States or by any state on account of [the] sex [of a person.]”

—United States Constitution, Nineteenth Amendment, 1919

4. Reading Check

Turn and talk with a partner. **Summarize** the events that led to the passing of the Nineteenth Amendment.

Now two thirds of the states had to ratify, or approve, the amendment for it to become part of the Constitution. The first states to do so were Illinois, Wisconsin, and Michigan. Other states followed. But by law, 36 states had to ratify, or vote in favor of, the amendment. In August 1920, it was Tennessee's turn to vote. What would happen?

At first, the vote in the Tennessee legislature was tied. Then on August 18, Harry Burn, a young legislator, changed his vote to yes, because his mother told him to. But other legislators still opposed women's suffrage. They delayed official approval of the amendment a little longer. Finally, on August 24, 1920, Tennessee became the thirty-sixth state to ratify the amendment. Two days later it became part of the United States Constitution. Almost 75 years after the Seneca Falls Convention, all American women could finally vote.



In 1920, all American women were finally able to vote.

5. **✓ Reading Check** This woman is voting for the first time. What would you ask this woman in a newspaper interview?



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

✓ Lesson 3 Check

6. **Summarize Explain** one way in which changing roles for women in the early 1900s had an impact on the economic development and growth of the United States.

7. You attend a woman suffrage rally. **Describe** the rally and what people there have to say about it.

8. Think of the people you read about in this lesson. List four leaders you would like to know more about.

Interviews and Oral Material

There are many ways we can learn about events or issues in the United States. One way to get information is through oral materials. An **oral material** is something one person says to another. An **interview** is one kind of oral material. In an interview, a journalist asks a person questions that they answer. Journalists often interview people to get information directly from a person who saw or experienced an event. This makes an interview a primary source. Another oral material that is a primary source is a speech. A **speech** is a formal address given to an audience. Many news programs broadcast interviews and speeches. You can listen to interviews and speeches on the radio and the Internet. You can also get information about oral materials using secondary sources, such as news articles.

When you read or listen to oral material, look for key details. Names can help you identify who is speaking. Dates can tell you when an interview happened or a speech was given. These details help you better understand events and issues.

Read the passages below. The first passage is an **interview** between a muckraker and a meatpacking worker:

Muckraker: What kind of hours do you work at the factory?

Worker: I work 12 hours a day. Sometimes more.

Muckraker: Would you change your workday if you could?

Worker: Yes. I'd make it shorter because I'm tired each day.

The next passage is an excerpt from a **speech** given by Theodore Roosevelt in 1912:

Primary Source

“We propose . . . to secure the liberty of the wage workers, of the men and women who toil in industry . . .”

—Theodore Roosevelt, “The Liberty of the People”
campaign speech, 1912

Your Turn!

Read the two passages below. **Answer** the questions about oral material.

In this passage, a journalist is talking to a child at Hull House:

Journalist: Why are you here at Hull House?

Child: My family needed a place to live.

Journalist: What is life like at Hull House?

Child: Life is better at Hull House. We have a place to live and more food to eat.

In this passage, Theodore Roosevelt is addressing an audience in 1906:



Children at Hull House play table hockey.

Primary Source

At this moment we are passing through a period of great unrest—social, political, and industrial unrest. It is of the utmost importance for our future . . . to secure the betterment of the individual and the nation.

—Theodore Roosevelt, “The Man with the Muck-rake,”
April 14, 1906



VIDEO

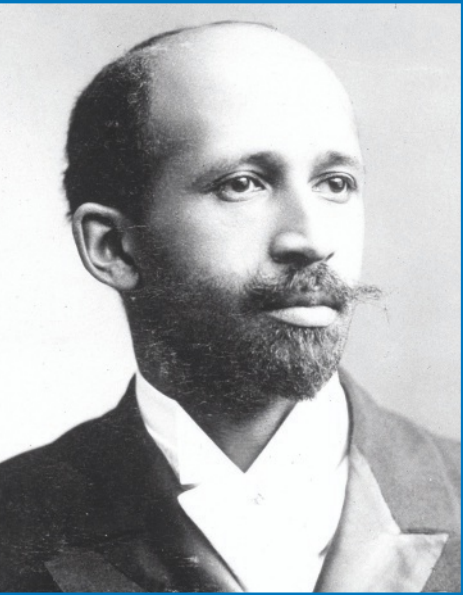
Watch a video about using primary and secondary sources.

1. What type of oral material is the first passage? How do you know?

2. What type of oral material is the second passage? How do you know?

3. Use the Internet to find out more about Roosevelt’s speech “The Liberty of the People.” On a separate piece of paper, write two to three sentences that **describe** why Roosevelt gave the speech. Use primary and secondary sources to support your answer.

Quality:
Determination



W.E.B. Du Bois (1868–1963)

Writing and Speaking Out for Change

W.E.B. Du Bois was born in Massachusetts soon after the end of the Civil War. He obtained an education, and as a young man he was a teacher and a journalist. In 1895, Du Bois became the first African American to receive a doctorate from Harvard University.

Over his lifetime, Du Bois published 21 books on subjects about Africa, the African American community, and the inequalities it suffered. He wrote many articles about the struggle for civil rights. His work made Du Bois a famous and respected author. Du Bois did not always agree with other African American leaders of the time. He had many debates with another well-respected African American leader: Booker T. Washington.

Du Bois was a man of action, and he believed that African Americans must work to change unfair laws. In 1902, Du Bois wrote that

Primary Source

“[Jim Crow laws] cannot be laughed away, nor always successfully stormed at [changed through anger], nor easily abolished [ended] by act of legislature. And yet they cannot be encouraged by being let alone.”

—W.E.B. Du Bois, “On the Training of Black Men,” 1902

Find Out More

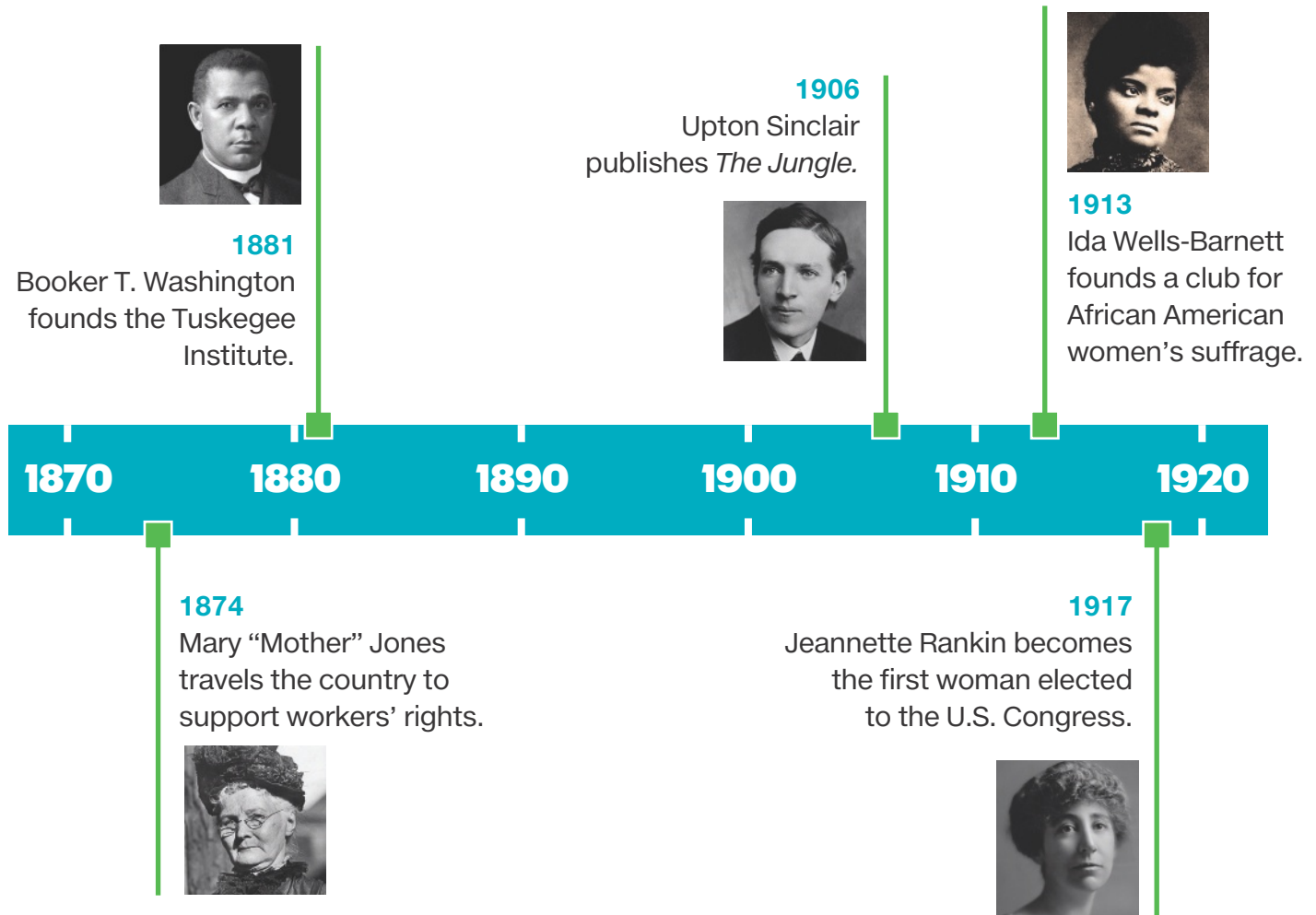
1. Based on Du Bois’s quote, what action does he believe African Americans should take to fight against Jim Crow laws?

2. African Americans worked for many years to change unfair laws. Work with a partner to research Jim Crow laws in the South. Report your findings to the class.



Visual Review

Use these graphics to review some of the key terms, people, and ideas from this chapter.



Key Events of the Progressive Era

1848: Lucretia Mott and Elizabeth Cady Stanton organize the **Seneca Falls Convention on women’s rights**.


1890: Jacob Riis publishes his photojournalism book, *How the Other Half Lives*.

1896: The Supreme Court rules on *Plessy v. Ferguson*.

1909: W.E.B. Du Bois, Ida Wells-Barnett, and others found **the NAACP**.

1911: The **Triangle Shirtwaist Company fire** takes place.

1920: The **Nineteenth Amendment** passes.

 **GAMES**
Play the vocabulary game.

Vocabulary and Key Ideas

1. Who were the **Progressives**?

2. Draw a line to match the definitions to the correct terms.

strikebreakers	a call for people to reduce or stop drinking alcohol
muckrakers	replacements for striking workers
civil rights	the right to vote
temperance	writers who uncovered shameful conditions
suffrage	what all citizens should have under the U.S. Constitution

3. What was the role of a **suffragist**?

Critical Thinking and Writing

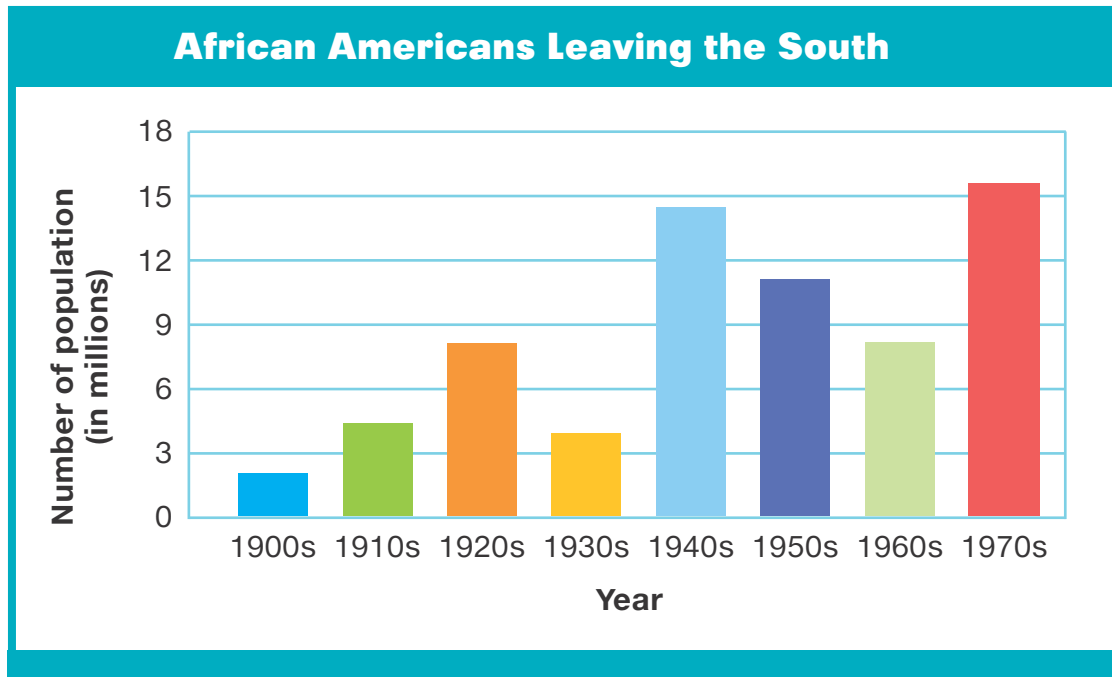
4. **Analyze** reasons for the formation of labor unions. Explain how unions protected the rights of workers.

5. Interpreting a Bar Graph

Analyze the graph. It shows information from the Great Migration.

Circle the two decades for which the number was highest.

Describe what happened between 1900 and 1920.



Source: United States Census Bureau

6. Interpret Fill in the circle next to the best answer.

Which of the following was a main goal of the NAACP?

- (A) to form trusts
- (B) to end prejudice and segregation
- (C) to tear down tenement housing
- (D) to work for women's suffrage

7. Revisit the Big Question Choose one group that was in need of changes during the late 1800s and early 1900s. Explain why changes were needed. Use details from the text to support your claim.

- 8. Writing Workshop: Write an Opinion** Imagine you are a Progressive during the late 1800s. Write an opinion piece about one of Jacob Riis's photos. On a separate sheet of paper, propose a solution to the problem that the photo shows. Include details from the text to support your opinion.

Analyze Primary Sources

“Among the many important questions which have been brought before the public, there is none that more vitally affects the whole human family than that which is technically termed Woman’s rights.”

–Elizabeth Cady Stanton, *Speech on Women’s Rights*, 1848

- 9.** Why does Stanton refer to “the whole human family” in her speech?

- 10.** Why do you think Stanton fought for women’s suffrage? Use details from the text to support your ideas.

Solve Problems

- 11.** Identify the problem that labor unions had before the founding of the AFL. How did the AFL solve problems for labor unions?

Quest Findings

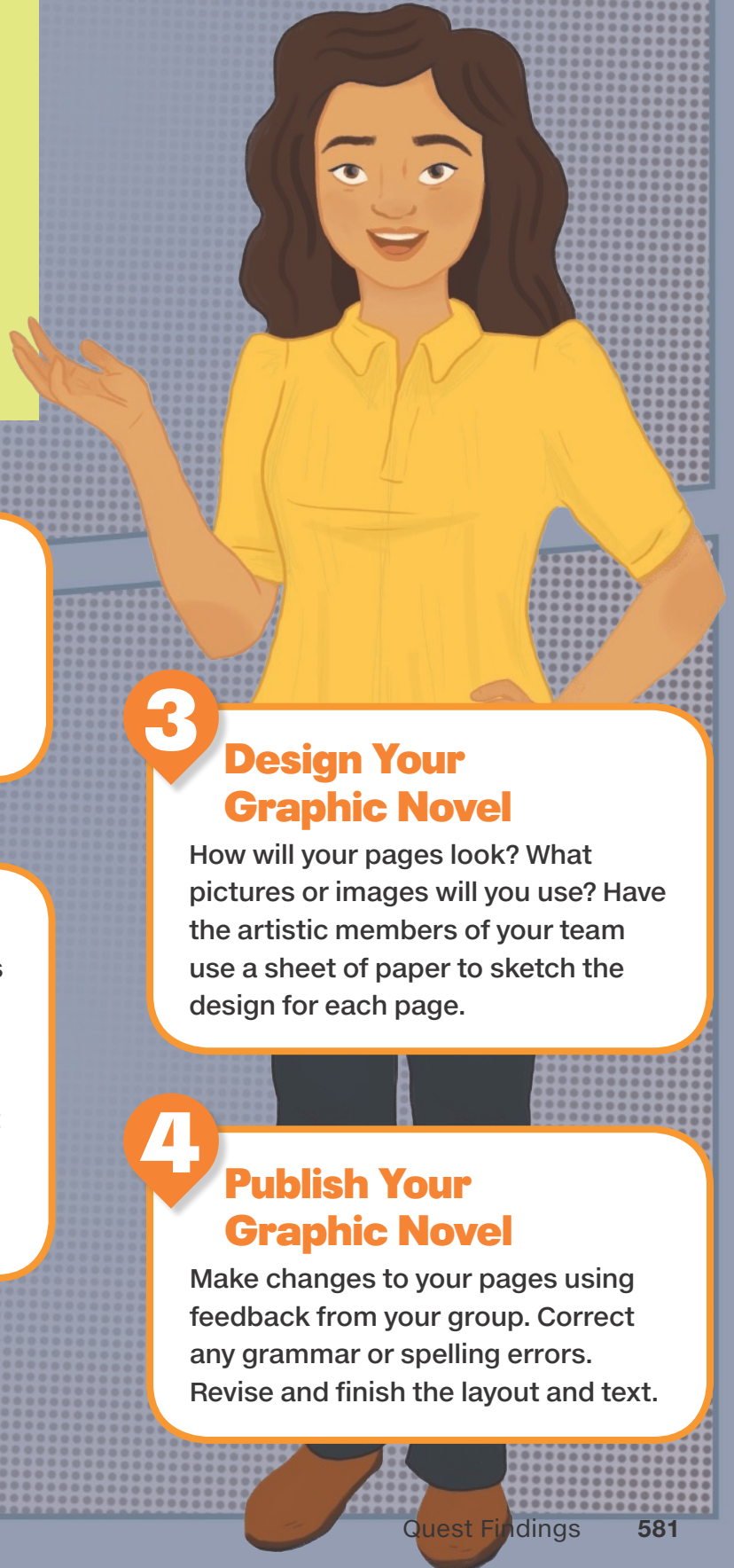


INTERACTIVITY

Use this interactivity to help you publish your graphic novel.

Publish Your Graphic Novel

You have read the lessons in the chapter, and you know more about the Progressive Era. Your group needs to decide on your topic and create your graphic novel. The graphic novel should have text, pictures, and facts.



1

Find Your Sources

Choose primary and secondary sources you want to use. One way to analyze sources is by asking and answering questions.

2

Write Your Draft

Use your sources and your questions to write evidence-based answers to your questions. Use the answers to write your graphic novel. A good graphic novel starts with a story that interests the reader. Think about using a quote from one of your primary sources.

3

Design Your Graphic Novel

How will your pages look? What pictures or images will you use? Have the artistic members of your team use a sheet of paper to sketch the design for each page.

4

Publish Your Graphic Novel

Make changes to your pages using feedback from your group. Correct any grammar or spelling errors. Revise and finish the layout and text.