

Grade 6 History & Geography

Unit 9: Reform in Industrial America

7 lessons and a unit quiz. Use this pack with the **Reform in Industrial America Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

This course is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work. PGAMO added the lesson pages, study packs and quizzes layout, and shares them under the same license. License: CC BY-NC-SA 4.0 (<https://creativecommons.org/licenses/by-nc-sa/4.0/>).

Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: The Populist Movement	PDF pages 156–167	—
☐	Chapter 2: The Muckrakers	PDF pages 168–179	—
☐	Chapter 3: Urban Reformers	PDF pages 180–193	AP 3.1, AP 3.2
☐	Chapter 4: Theodore Roosevelt	PDF pages 194–207	AP 3.1, AP 4.1, AP 4.2
☐	Chapter 5: Reform for African Americans	PDF pages 208–225	AP 3.1
☐	Chapter 6: Women’s Voting Rights	PDF pages 226–237	AP 3.1
☐	Chapter 7: Eugene Debs and Socialism	PDF pages 238–247	AP 7.1, AP 7.2, AP 7.3
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: The Populist Movement

THE BIG QUESTION

What was the populist movement, and what were their main concerns?

Words to know

- **segregation** — the act of keeping people separate, usually on the basis of race *During the era of segregation, African American students were not permitted to attend the same schools as white students.*
- **political party** — a group of people who work together to elect government officials and direct government policies *Each political party chose a candidate for the presidential election.*
- **populist** — reflecting the beliefs of people who fight for the rights and interests of the common people *A populist message tries to appeal to ordinary people, and often defines opponents as elite, privileged people.*
- **Inflation** — a rise in prices and a fall in the purchasing value of money *Because of inflation, you cannot buy as much with one dollar as you could twenty years ago.*
- **trade union** — an organization formed by workers with a specific skill, such as electricians, to win and protect their rights; today the term is used interchangeably with labor union *The carpenters joined together to form a trade union that would fight for higher wages.*
- **gold standard** — the use of the country's supply of gold to back up the value of paper money *The gold standard is no longer used, although some people would like to bring it back.*
- **secretary of state** — the U.S. government official in charge of helping the president in his dealings with foreign countries *The secretary of state helped the president negotiate a trade agreement with China.*

Read

Read Chapter 1 in the Student Reader: PDF pages 156–167. Look at the pictures and maps together.

Talk it over

1. How many immigrants moved to the United States between 1860 and 1900?
2. What was work in factories like at this time?
3. Which people had the most influence during this time?
4. What were some of the ways city dwellers and farmers were similar?
5. Why did it become more difficult for farmers to earn a living at this time?
6. What was one effect of the bad droughts in the Great Plains?

7. What were some of the other natural calamities that destroyed crops?
8. What was the mood of many farmers from these areas?
9. Why did paper money used to say SILVER CERTIFICATE or?
10. What happened when the government printed more paper money during the Civil War?
11. Why were many farmers in debt?
12. Why did some people not trust paper money?
13. What did farmers think would help their economic situation?
14. What did Populists want?
15. What are some reasons that people valued oratory, or the ability to speak well in public, in the late 1800s?
16. In the debate about silver and gold, what side did William Jennings Bryan support?
17. How was William Jennings Bryan different from other politicians of the time?
18. What strategies did Bryan use to make his speech at the Democratic Convention successful?
19. How does Bryan describe employees, such as farmers and miners?
20. How and why does Bryan compare employees, people who work for wages, to employers?
21. Bryan contrasts two groups. What kinds of people make up each group?
22. What are the two ideas of government that Bryan identifies?
23. What points does Bryan make about cities and farms?
24. What message does Bryan want to convey with the images of the crown of thorns and the cross of gold?
25. What lasting influence did William Jennings Bryan and other Populists have?
26. Why did the idea of free silver become less important?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the populist movement, and what were their main concerns?
- Use one of today's words in a sentence of your own.

Chapter 2: The Muckrakers

THE BIG QUESTION

Why were some journalists at this time called “muckrakers,” and why was their work important?

Words to know

- **Progressive Era** — a time of social and political activism in the United States during the early 1900s, characterized by changes and reforms aimed at improving people’s lives *Reformers of the Progressive Era worked to make life better for all Americans.*
- **capitalism** — an economic system in which resources and businesses are privately owned and prices are not controlled by the government *The U.S. economy is based on capitalism.*
- **meatpacking** — related to the business of processing, packing, and distributing meat *The meatpacking industry provided jobs for many immigrants, especially in cities like Chicago.*
- **oil-refining** — related to purifying petroleum (oil) to produce a product for sale *After the petroleum was removed from the ground, it was sent to an oil-refining facility.*
- **free trade** — a policy of unrestricted trade, in which the government does not use quotas, tariffs, or other measures to regulate imports and exports *The president thought that free trade with Europe would boost the economy.*
- **trust** — a combination of corporations created to reduce competition and control prices *The trust helped some business owners grow very wealthy.*
- **legislature** — the government body responsible for making laws *Before running for governor, he served in the state legislature.*

Read

Read Chapter 2 in the Student Reader: PDF pages 168–179. Look at the pictures and maps together.

Talk it over

1. How could you describe the business and industry leaders of this era?
2. What are some reasons these leaders were so powerful?
3. Who were the muckrakers?
4. How did the muckrakers impact people’s lives?
5. Who were two famous muckrakers, and what businesses did they write about?
6. How was Tarbell’s family affected by John D. Rockefeller?
7. Why did many of Standard Oil’s competitors go out of business?
8. Why was Tarbell angry enough to leave the newspaper where she worked after she finished college?

9. What impact did Tarbell have on McClure's magazine?
10. How would you describe Ida Tarbell?
11. Why did Rockefeller want competitors to go out of business?
12. What was the goal of the Sherman Antitrust Act?
13. What happened after the Sherman Antitrust Act?
14. What special deal did Standard Oil have with the railroads?
15. Why did this special deal hurt other oil companies?
16. What is another way Standard Oil eliminated competitors?
17. How did Standard Oil prevent others from using the law to stop it?
18. What kind of information did Tarbell use in her report on Standard Oil?
19. What impact did Tarbell's report have on Standard Oil?
20. What reason did the Supreme Court give in the decision to break up Standard Oil?
21. What was another effect of Tarbell's articles?
22. How was the meatpacking industry similar to the oil industry at this time?
23. What was one big problem in the meatpacking industry?
24. What was Sinclair's point of view about business and industry?
25. What was Sinclair's main goal in writing *The Jungle*?
26. What kinds of working conditions did Sinclair describe?
27. What did Sinclair mean when he said, "I aimed at the public's heart and by accident I hit it in the stomach"?
28. How was *The Jungle*'s impact similar to that of Tarbell's report on Standard Oil?
29. What kinds of laws were passed after *The Jungle* was published?
30. What are some other ways Sinclair tried to help improve life for workers?
31. What long-term impact did Sinclair, Tarbell, and other muckrakers have?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why were some journalists at this time called "muckrakers," and why was their work important?
- Use one of today's words in a sentence of your own.

Chapter 3: Urban Reformers

THE BIG QUESTION

What causes did Jane Addams and Jacob Riis champion?

Words to know

- **brewery** — a factory that produces beer *The brewery was a major employer in the town.*
- **social class** — a group of people who share a similar way of life and level of importance or influence in society *In the past, it was unusual to marry someone from a different social class.*
- **legislation** — laws made by a government *The education legislation gave higher salaries to public school teachers.*
- **second the nomination** — agree with the proposal to appoint or elect a person for something *At the meeting, if I nominate Alicia as a candidate for class president, Carlos will second the nomination.*
- **depression** — an extended period of reduced economic activity, when large numbers of people cannot find jobs and most people have less money to spend *Because of the depression, we could not afford to buy a house.*
- **cholera epidemic** — a situation in which cholera, a serious bacterial infection of the intestine, spreads to many people in an area or region *Many people died during the cholera epidemic.*
- **sanitation** — the system of keeping a place clean and free of disease *Because of poor sanitation in the city, people often got very sick.*

Read

Read Chapter 3 in the Student Reader: PDF pages 180–193. Look at the pictures and maps together.

Talk it over

1. What influences from Jane Addams's childhood may have inspired her to work for reform?
2. What were some things Jane Addams had in common with Ida Tarbell?
3. What sight did Addams witness in London that had a big impact on her?
4. What does the story about the brewery workers help you understand?
5. What was the settlement that Addams visited?
6. What did the visit to the settlement inspire Addams to do?
7. What was the neighborhood around Hull House like when it started?
8. What were some reasons Addams chose to serve an immigrant community?

9. What are some possible reasons why children threw rocks at Hull House when it opened?
10. What services did Hull House provide to the community?
11. What did Hull House do to support the culture and traditions of the people in the neighborhood?
12. What were some services that settlement houses around the country provided?
13. What were some of the other causes that Jane Addams supported?
14. Why was life hard for Jacob Riis when he came to America?
15. How did Jacob Riis's experience at the police station affect him?
16. How did Riis explain his interest in working as reporter?
17. What did Riis do to gather information for his reporting?
18. How did Riis react when his work was criticized or ridiculed?
19. What did Riis find out about the New York City water supply?
20. How was Riis able to prove his idea that cholera germs came from the drinking water?
21. What are the conditions of the tenement Riis describes?
22. What does Riis say about the lives of the children who live in the tenement?
23. What vivid descriptions does Riis give? Why do you think he uses this kind of description?
24. Why does Riis say, "That dark bedroom killed it"?
25. What new technology helped Riis reach more people?
26. What are two examples of muckraking stories Riis did to benefit children?
27. What did Riis want for all children?
28. Why did Theodore Roosevelt praise Riis?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What causes did Jane Addams and Jacob Riis champion?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Domain Vocabulary: Chapters 1-3 — Teacher Guide PDF pages 192-193
- Activity Page 3.2: How the Other Half Lives — Teacher Guide PDF pages 321-322

Chapter 4: Theodore Roosevelt

THE BIG QUESTION

Why might it be true to say that Theodore Roosevelt was a champion of the American people?

Words to know

- **running mate** — a political partner also running for office *Joe Biden was Barack Obama's running mate in the 2008 presidential election.*
- **regulatory body** — a governmental group that has authority or control over an area of activity, usually for the purpose of protecting the public *The Food and Drug Administration is a regulatory body that establishes rules about making and selling food and medicine.*
- **natural resource** — something from nature that is useful to humans *Trees are a natural resource that provide oxygen for us to breathe and lumber that we can use to build.*
- **naturalist** — an expert in natural history; a person who studies nature *My grandmother was a naturalist; she knew a lot about plants and birds, and cared about the environment.*
- **conservationist** — a person who wants to stop human actions that are harmful to wild or natural spaces *As a conservationist, I think it's important to have national parks and wildlife preserves.*
- **antiquities** — objects from ancient times *The museum displayed antiquities from ancient Egypt.*
- **landmark** — an area or a structure that has special significance *The Statue of Liberty is a famous landmark.*

Read

Read Chapter 4 in the Student Reader: PDF pages 194–207. Look at the pictures and maps together.

Talk it over

1. Why did Roosevelt's father tell him that he wouldn't amount to much? Why do you think he said this?
2. What does this section tell you about Roosevelt's personality?
3. Why was the New York Civil Service Commission an important organization?
4. Why do you think Roosevelt said that wanting to be president makes people change?
5. What was Roosevelt's reputation when he ran for governor of New York?
6. What new reputation did Roosevelt begin to build as governor?
7. Why did some members of Roosevelt's party disagree with him?

8. Why did some politicians in New York want Roosevelt to become vice president?
9. How did Roosevelt become president?
10. How did the Pennsylvania coal miners' strike affect places like school and hospitals?
11. What did Roosevelt do about the miners' strike?
12. What was Roosevelt's point of view about the powerful trusts and corporations?
13. How did Roosevelt use the Sherman Antitrust Act? Why was this significant?
14. What did the result of the 1904 election show about what the public wanted?
15. What did Roosevelt mean by a "square deal"?
16. What did Roosevelt think about business?
17. What was the goal of railroad and timber companies with regard to natural resources?
18. What did Roosevelt think about nature and natural resources?
19. What reasons did Roosevelt give for protecting forests?
20. What approach did Roosevelt want to use for managing forests?
21. What was the work of the Forestry Division under Roosevelt?
22. What happened to Yosemite Valley under the control of the state of California?
23. What is one reason Roosevelt thought it was important to protect Yosemite Valley?
24. How did Roosevelt use the Antiquities Act to keep certain areas safe from destruction?
25. What did Roosevelt do to protect birds and animals?
26. Why do you think Roosevelt promised not to run again?
27. Why did Roosevelt decide to come back and run again?
28. Why did Roosevelt form a new political party?
29. What helped Woodrow Wilson win the election?
30. How did Roosevelt feel about his trip down the Amazon?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why might it be true to say that Theodore Roosevelt was a champion of the American people?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Domain Vocabulary: Chapters 1-3 — Teacher Guide PDF pages 192-193
- Activity Page 4.1: Old and New Immigration — Teacher Guide PDF page 194
- Activity Page 4.2: Domain Vocabulary: Chapters 1-4 — Teacher Guide PDF pages 326-327

Chapter 5: Reform for African Americans

THE BIG QUESTION

What were the Jim Crow laws, and what were the views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois in terms of gaining rights for African Americans?

Words to know

- **segregate** — to keep people separate, usually on the basis of race *Laws were passed to segregate African American and white children in separate schools.*
- **civil rights** — certain rights, such as the right to vote, or the right to a fair trial, that are guaranteed by the Constitution and its amendments to all American citizens *Many people have worked to increase civil rights for different groups.*
- **lynching** — the killing of a person by a mob, often by hanging *Lynching was a way to terrorize African Americans.*
- **boycott** — a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country *The group called for a boycott of the store to protest the store's employment policies.*
- **humanitarian** — caring about the well-being of all people *Many people contributed donations to the humanitarian group working to help survivors rebuild their homes after the hurricane.*
- **compromise** — when each side in a dispute gives up some of their demands to reach an agreement *Sometimes it is very difficult for two stubborn people to reach a compromise.*
- **integrate** — to end a policy that keeps apart people of different races; to make a place open to everyone *When the school district was ordered by the courts to integrate its schools, very brave children and teenagers often faced angry crowds on their way into school.*

Read

Read Chapter 5 in the Student Reader: PDF pages 208–225. Look at the pictures and maps together.

Talk it over

1. What are the Thirteenth, Fourteenth, and Fifteenth amendments?
2. What were Jim Crow laws, and why were they passed?
3. What are some examples of Jim Crow laws?
4. What did the Supreme Court decide in 1896?
5. What were the main effects of the Jim Crow laws?
6. What may have motivated Ida B. Wells to go to college?

7. Why did Ida's college education come to an end?
8. What was Ida's job?
9. What did Ida want to do in life?
10. Why do you think Ida Wells chose to ignore the law and sit in the ladies' car?
11. Was the lynching that took place in Memphis unusual?
12. What actions did Ida B. Wells take in response to the lynching?
13. What did Wells want done in response to lynchings?
14. What did Wells say was different about the United States?
15. What did Wells believe about the United States?
16. What facts help you understand how much Washington wanted to get an education?
17. What jobs did Washington do after graduating from Hampton Normal and Agricultural Institute?
18. Why did Washington believe it was important to learn a trade?
19. What is one reason that Washington thought it was important for African Americans to gain economic power?
20. What was the Tuskegee Normal and Industrial Institute?
21. What did Washington suggest in his speech?
22. What did Washington mean when he said, "Cast down your bucket where you are"?
23. How were Washington's ideas different from Wells's ideas?
24. What was the reaction of the audience and others to Washington's speech?
25. Why did some African Americans disagree with Washington?
26. What things did Du Bois say that Washington wanted African Americans to give up?
27. What did Du Bois want to do about segregation?
28. What did Du Bois mean by the "color line"? Who was on each side of the line?
29. What does Du Bois say about the Civil War?
30. How were Du Bois and Washington different?
31. Why did Du Bois criticize Washington's ideas?
32. What did Du Bois want to see happen?
33. What was the situation for African Americans in the 1890s?
34. Why did Du Bois's group meet in Canada?
35. Who formed the NAACP?
36. Why did Du Bois move to Africa at the end of his life?
37. What changes did Du Bois's efforts eventually lead to?
38. What was the March on Washington in 1963?
39. Why might we say Martin Luther King Jr. carried on work started by Du Bois?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the Jim Crow laws, and what were the views of Ida B. Wells, Booker T. Washington, and W.E.B. Du Bois in terms of gaining rights for African Americans?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Domain Vocabulary: Chapters 1-3 — Teacher Guide PDF pages 192-193

Chapter 6: Women's Voting Rights

THE BIG QUESTION

What causes did American women fight for in the 1800s, and what actions did they take to gain the right to vote?

Words to know

- **unalienable right** — a legal promise that cannot be taken away or denied *According to the Declaration of Independence, all people have an unalienable right to the pursuit of happiness.*
- **suffrage** — the right to vote *To deny suffrage to a group is to deny it power in a democracy.*
- **Quaker** — a member of a Christian religious group called the Society of Friends, which encourages people to work for justice *As a Quaker, she felt called to work for peace and justice in the world.*
- **ratify** — to approve *To make a change to the U.S. Constitution, Congress must pass a proposed amendment, and two-thirds of the states must ratify it.*
- **naturalized** — having gained citizenship in a new country *The United States has a process for immigrants to become naturalized citizens.*
- **bail** — money posted to free a prisoner until his or her trial begins *If you are arrested, a judge will either set an amount of bail or deny bail.*
- **indictment** — a formal written accusation of a crime *The newspapers reported on the indictment of the corrupt politician.*

Read

Read Chapter 6 in the Student Reader: PDF pages 226–237. Look at the pictures and maps together.

Talk it over

1. What was the situation for women in the United States in the early 1900s regarding voting rights?
2. What happened at the Seneca Falls Convention?
3. What did the woman suffrage movement work toward?
4. Why were Susan B. Anthony's family and religion an important influence on her?
5. Why did Anthony not want to marry?
6. What was the Temperance Movement? Why were many women a part of it?
7. What happened at the meeting of temperance workers that Anthony attended in 1852?
8. What did Anthony and Bloomer do that was "outrageous"?
9. What did Anthony come to realize?

10. What group gained rights when the Fourteenth Amendment was ratified, after the Civil War?
11. Why did some people feel that it was not the right time to work for woman suffrage?
12. What did Anthony say about why she voted?
13. Why did many beer and whiskey makers fight against women's right to vote?
14. What did some political leaders do to try to fight against woman suffrage?
15. What was W.E.B Du Bois's position on woman suffrage?
16. Why did more people start to believe that women should have the right to vote?
17. What did women do to call for woman suffrage?
18. What did Jeannette Rankin do to advance woman suffrage?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What causes did American women fight for in the 1800s, and what actions did they take to gain the right to vote?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Domain Vocabulary: Chapters 1-3 — Teacher Guide PDF pages 192-193

Chapter 7: Eugene Debs and Socialism

THE BIG QUESTION

What were Eugene Debs's political beliefs?

Words to know

- **espionage** — spying *Espionage is one way countries learn secrets about each other.*
- **treason** — disloyalty to a country by helping an enemy *Because he gave secret information to the enemy, he was accused of treason.*

Read

Read Chapter 7 in the Student Reader: PDF pages 238–247. Look at the pictures and maps together.

Talk it over

1. How did Debs feel about people who were poor or had a hard life?
2. What kind of education did Debs have?
3. What jobs did Debs have?
4. How did Debs want to organize workers?
5. Why did the Pullman workers go on strike?
6. What happened during the Pullman strike that led to Debs's arrest?
7. What did Debs think was necessary to help and protect workers?
8. What did Debs say about the violence that happened during the Pullman strike?
9. How did people in the United States see Debs?
10. What was a goal of the IWW?
11. Why did Debs leave the IWW?
12. During what period was socialism strongest in the United States?
13. Why did some immigrants support Debs?
14. How did Debs influence other politicians?
15. What was the Espionage Act?
16. Why did Debs continue to speak against the war?
17. What other issues did Debs speak out on and support?
18. How do you think the various reformers influenced each other?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were Eugene Debs's political beliefs?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 7.1: The World of the Worker — Teacher Guide PDF page 198
- Activity Page 7.2: Domain Vocabulary: Chapters 4-7 — Teacher Guide PDF page 199
- Activity Page 7.3: People and Places — Teacher Guide PDF pages 332-334

UNIT QUIZ

Reform in Industrial America

Name: _____ Date: _____

Circle the letter of the best answer.

1. Most immigrants to the United States at the end of the 1800s lived
 - a) on farms.
 - b) in small towns.
 - c) in suburbs.
 - d) in cities.
2. The Populist Party was in favor of backing U.S. paper money with
 - a) gold.
 - b) silver.
 - c) greenbacks.
 - d) none of the above.
3. The demands of the Populists included
 - a) a shorter workday and a graduated income tax.
 - b) a longer workday and no income tax.
 - c) a shorter workday and no income tax.
 - d) a longer workday and a graduated income tax.
4. Who was William Jennings Bryan?
 - a) the first president from the Populist Party
 - b) the founder of Standard Oil
 - c) a great orator who ran for president three times
 - d) a writer who exposed abuses in the railroad industry
5. Journalists committed to exposing social wrongs were called
 - a) scapegoats.
 - b) robber barons.
 - c) monopolies.
 - d) muckrakers.
6. Who wrote articles exposing the dubious practices of the Standard Oil Company?
 - a) Ida Tarbell
 - b) Upton Sinclair
 - c) John D. Rockefeller
 - d) Samuel McClure
7. Upton Sinclair's book *The Jungle* exposed the horrors of
 - a) segregation.
 - b) lynching.
 - c) the oil industry.
 - d) the meatpacking industry.

- 8.** To better serve the poor community near Hull House, Jane Addams included
- a) bathtubs, kitchens, and a day-care center in the settlement.
 - b) a swimming pool and entertainment center.
 - c) a farm and a zoo filled with unusual animals.
 - d) a hospital for the seriously ill.
- 9.** Jacob Riis wrote about the need for
- a) an end to immigration.
 - b) tenement reform.
 - c) inflation.
 - d) a third major political party.
- 10.** Theodore Roosevelt's regiment in Cuba during the Spanish-American War was called the
- a) Rough Riders.
 - b) Bull Moose.
 - c) Green Berets.
 - d) Wobblies.
- 11.** Under Roosevelt's administration, the Forestry Division of the federal Land Office
- a) waged a campaign against the dangerous black bear.
 - b) promoted oil drilling and strip mining in Oklahoma and Kansas.
 - c) became responsible for the wise use of the nation's forestlands.
 - d) was known for favoring industrial use of protected lands.
- 12.** What did Theodore Roosevelt propose for all Americans?
- a) a chicken in every pot
 - b) the New Deal
 - c) forty acres and a mule
 - d) a square deal
- 13.** The Thirteenth Amendment to the Constitution officially
- a) set aside land for wildlife refuges.
 - b) banned monopolies.
 - c) ended slavery in America.
 - d) gave women the right to vote.
- 14.** The laws designed to keep African Americans from experiencing the freedoms granted to them in amendments to the Constitution were called
- a) Jim Crow laws.
 - b) Roosevelt laws.
 - c) Sherman Antitrust laws.
 - d) Desegregation laws.

- 15.** Ida B. Wells waged a campaign against
- a) trusts.
 - b) populism.
 - c) muckrakers.
 - d) lynching.
- 16.** What is Booker T. Washington best known for?
- a) refusing to sit at the back of buses
 - b) founding Tuskegee University
 - c) founding the NAACP
 - d) being the nephew of George Washington
- 17.** W.E.B. Du Bois wanted to
- a) support Booker T. Washington's ideas.
 - b) be the first African American U.S. president.
 - c) break the "color line" between blacks and whites.
 - d) establish settlement houses for immigrants.
- 18.** Susan B. Anthony fought for
- a) woman suffrage.
 - b) temperance.
 - c) abolition of slavery.
 - d) all of the above
- 19.** The Women's State Temperance Society was founded because
- a) women were the first to establish a society dedicated to temperance.
 - b) women felt that the chief abusers of alcohol were women.
 - c) women were not allowed to speak at the Men's State Temperance Society.
 - d) women were afraid that the men's temperance society was too large.
- 20.** In what year were women finally allowed to vote throughout the United States?
- a) 1862
 - b) 1920
 - c) 1962
 - d) 1945
- TEACHER RESOURCES**
- 21.** Which amendment to the Constitution provided for woman suffrage?
- a) Thirteenth
 - b) Fourteenth
 - c) Fifteenth
 - d) Nineteenth
- 22.** After the Pullman Strike, Eugene Debs concluded that unions were
- a) the most powerful organizations in the world.
 - b) weak because the workers were not committed to them.
 - c) not strong enough to protect the rights of workers.
 - d) the only solution for conflicts between workers and employers.

- 23.** Debs believed in the principles of
- a) socialism.
 - b) capitalism.
 - c) communism.
 - d) conservatism.

Answers

Chapter 1: The Populist Movement

- 1. How many immigrants moved to the United States between 1860 and 1900?**
More than 14 million immigrants arrived between 1860 and 1900.
- 2. What was work in factories like at this time?**
Workers often had long hours and worked in dangerous conditions. They did not earn much. Some children worked in factories.
- 3. Which people had the most influence during this time?**
Owners of large businesses and railroads were often wealthy and influential.
- 4. What were some of the ways city dwellers and farmers were similar?**
Some people who lived in cities had difficult lives. Some farmers also had difficult lives. These groups lived differently, but both faced problems that could make daily life hard.
- 5. Why did it become more difficult for farmers to earn a living at this time?**
Prices for grain and livestock went down. Farmers could not sell grain and livestock for a good price anymore. The cost of shipping crops also went up. So farmers earned less but had to pay more to do business.
- 6. What was one effect of the bad droughts in the Great Plains?**
People gave up farming and moved away, often to the East Coast.
- 7. What were some of the other natural calamities that destroyed crops?**
Swarms of grasshoppers, dust storms, floods, and tornadoes destroyed crops.
- 8. What was the mood of many farmers from these areas?**
Many felt dejected, defeated, hopeless, or angry.
- 9. Why did paper money used to say SILVER CERTIFICATE or?**
This meant that you could trade in the paper money for silver or gold. One paper dollar equaled a certain amount of silver or gold.
- 10. What happened when the government printed more paper money during the Civil War?**
This led to inflation. With more paper money available, prices went up.
- 11. Why were many farmers in debt?**
Farmers needed land and machines in order to make a living. Because the costs for both land and machines were high due to inflation, they had borrowed money from banks to buy what they needed. As crops failed, followed by a tight money supply, the farmers could not repay their loans.
- 12. Why did some people not trust paper money?**
They weren't sure it was valuable. There was less gold available. People didn't know whether they could really trade their paper money for gold.
- 13. What did farmers think would help their economic situation?**
They wanted the government to rely on silver. They wanted higher prices for what

they sold and lower costs for shipping products by railroads.

14. What did Populists want?

They wanted changes including free silver, a shorter workday, and different levels of taxes for people, depending on how wealthy they were.

15. What are some reasons that people valued oratory, or the ability to speak well in public, in the late 1800s?

It was a form of entertainment. People did not have media like radios, computers, or television. Listening to good speakers and performers was a way to relax and to learn.

16. In the debate about silver and gold, what side did William Jennings Bryan support?

He supported free silver.

17. How was William Jennings Bryan different from other politicians of the time?

He traveled to many places, getting support by giving speeches.

18. What strategies did Bryan use to make his speech at the Democratic Convention successful?

He had learned to incorporate images and language from the Bible that his audience recognized and responded to. He was able to speak last at the convention, which gave him an advantage with the audience.

19. How does Bryan describe employees, such as farmers and miners?

He describes them as hardworking, using their brains and muscles.

20. How and why does Bryan compare employees, people who work for wages, to employers?

He says they are both “businessmen.” They both create wealth. He wants to show that they are equal.

21. Bryan contrasts two groups. What kinds of people make up each group?

One group includes working people who are not wealthy, such as farmers, workers, and miners. The other group includes wealthy and powerful people like employers, investors, and bankers.

22. What are the two ideas of government that Bryan identifies?

One idea is that laws should help make wealthy people wealthier. This will help everyone. The wealth of the richer people will drip down to help those who don’t have as much. The other idea, which Bryan calls the “Democratic idea,” is that laws should help make the majority, or the common people, wealthier. This wealth will rise up and help all people, poor and wealthy.

23. What points does Bryan make about cities and farms?

He says cities want the gold standard. He says that cities will always survive. But he says cities depend on farms because people must eat. If farms are destroyed, it will impact the whole country.

24. What message does Bryan want to convey with the images of the crown of thorns and the cross of gold?

He means that the Populists, farmers, and others who want free silver are being treated unfairly by powerful people, such as the wealthy bankers. He means the people who want gold are willing to sacrifice the common, working people.

25. What lasting influence did William Jennings Bryan and other Populists have?

President McKinley and Vice President Roosevelt adopted many populist ideas. And both the Democrats and the Republicans addressed many populist ideas, such as shortening the workday and changing the tax system.

26. Why did the idea of free silver become less important?

The economy improved, so farmers did not have the same problems that had led them to support free silver.

Chapter 2: The Muckrakers

1. How could you describe the business and industry leaders of this era?

They were very powerful, almost like kings. They used whatever business practices they thought would enable them to make more money.

2. What are some reasons these leaders were so powerful?

There were almost no controls by the federal government on what they could do.

3. Who were the muckrakers?

They were journalists who investigated and wrote about how businesses were run; they tried to uncover the secrets and problems of certain business practices.

4. How did the muckrakers impact people's lives?

They uncovered problems, which led to reforms and improving people's lives.

5. Who were two famous muckrakers, and what businesses did they write about?

Ida Tarbell (Standard Oil) and Upton Sinclair (meatpacking industry)

6. How was Tarbell's family affected by John D. Rockefeller?

Her father worked independently in the oil business in Pennsylvania. Rockefeller tried to take over the whole oil production business in the state.

7. Why did many of Standard Oil's competitors go out of business?

It controlled oil pipelines and refineries and factories. This made it hard for other oil businesses to transport oil or produce products using oil.

8. Why was Tarbell angry enough to leave the newspaper where she worked after she finished college?

She was angry that a young person was put in charge. She had been working there for a long time and had experience. The new boss was probably given the job because he was male and because he was the son of the older boss. She felt this was unfair.

9. What impact did Tarbell have on McClure's magazine?

She helped increase the number of readers. She helped make it the most popular magazine in the country.

10. How would you describe Ida Tarbell?

She was intelligent and interested in many topics. She was an excellent writer. She was passionate about her beliefs, kind, and funny. 236

11. Why did Rockefeller want competitors to go out of business?

This would make his business wealthier and more powerful. If there were no competitors, he could charge high prices for oil, because people would have nowhere else to buy it.

12. What was the goal of the Sherman Antitrust Act?

The goal was to stop large companies, trusts, and the people who owned them from getting so big and powerful that other companies could not compete with them. It was intended to be a way to stop the giant trusts from crushing small companies.

13. What happened after the Sherman Antitrust Act?

Even more trusts were formed. Businesses used the law to stop reforms that workers wanted.

14. What special deal did Standard Oil have with the railroads?

It paid the normal amount to ship oil on the railroads, but then the railroads gave money back to Standard Oil. This meant that, in the end, the real price Standard Oil paid was much less than what others had to pay.

15. Why did this special deal hurt other oil companies?

It cost Standard Oil less to ship oil. Because it had lower costs, it could sell its oil for a lower price. Customers would always buy from the company with the lowest price. That meant other companies lost customers and could not make money.

16. What is another way Standard Oil eliminated competitors?

It bought them, eliminating them as competitors and making them part of the giant company.

17. How did Standard Oil prevent others from using the law to stop it?

It used bribes and threats to stop court cases.

18. What kind of information did Tarbell use in her report on Standard Oil?

She used facts, interviews, court records, and news articles.

19. What impact did Tarbell's report have on Standard Oil?

The government investigated and broke up Standard Oil. This meant it could no longer be a giant, all-powerful company.

20. What reason did the Supreme Court give in the decision to break up Standard Oil?

It said that a situation in which only a few people are bosses, with most people working for them, is not a desirable business practice in a republic like the United States.

21. What was another effect of Tarbell's articles?

More muckraking articles were published on many topics.

22. How was the meatpacking industry similar to the oil industry at this time?

It was also run by some very wealthy owners.

23. **What was one big problem in the meatpacking industry?**
Workers got very low pay and worked in very bad, dangerous conditions.
24. **What was Sinclair's point of view about business and industry?**
He was a socialist and thought major industries should be owned or regulated by the government.
25. **What was Sinclair's main goal in writing *The Jungle*?**
He wanted the public to know about workers' problems and to show drawbacks to capitalism.
26. **What kinds of working conditions did Sinclair describe?**
He described very long workdays, little time off, cold and wet conditions, low pay, and children working.
27. **What did Sinclair mean when he said, "I aimed at the public's heart and by accident I hit it in the stomach"?**
He wanted to make readers feel sympathy for the workers. But the biggest reaction was disgust about the way meat was produced.
28. **How was *The Jungle*'s impact similar to that of Tarbell's report on Standard Oil?**
They both got the attention of the public and led to investigations by the government.
29. **What kinds of laws were passed after *The Jungle* was published?**
There were laws passed to require food inspection and to set standards for safe and clean conditions in food-processing plants. The government also made rules about advertising food and drugs.
30. **What are some other ways Sinclair tried to help improve life for workers?**
He wrote about bad working conditions in the coal industry mines. He also wanted to start a community in which work would be organized in a fair way for everyone.
31. **What long-term impact did Sinclair, Tarbell, and other muckrakers have?**
They raised awareness about corruption in business and problems in society. Their work helped lead to some changes. They spread the idea that journalists should work to uncover problems.

Chapter 3: Urban Reformers

1. **What influences from Jane Addams's childhood may have inspired her to work for reform?**
Her father was against slavery. He believed that poor people should receive help. He also believed in the importance of a good education, including for women. His point of view may have influenced Jane's desire to change society to make it fairer.
2. **What were some things Jane Addams had in common with Ida Tarbell?**
They both went to college, even though few women did at this time. They both traveled to Europe. They both wanted to change society.
3. **What sight did Addams witness in London that had a big impact on her?**
She saw a crowd of tired, weak-looking children fighting to get food that was being given out. The food was rotten.

4. **What does the story about the brewery workers help you understand?**
It shows the bad working conditions for the employees. They were burned and scarred from having to carry hot tanks. Jane Addams talked to the owner about it. This shows that she stood up for people, even people she didn't know. It also shows how many owners felt about workers—they did not feel responsible for workers' problems.
5. **What was the settlement that Addams visited?**
It was a place where poor families lived with young men who had just finished college. The educated young men volunteered to help the poor families and to teach classes on many different topics. The people who started the settlement did so to break down differences between social classes and try to help the poor.
6. **What did the visit to the settlement inspire Addams to do?**
It inspired her to start a similar community. She created one in Chicago, with the goal of helping immigrants.
7. **What was the neighborhood around Hull House like when it started?**
It was muddy and very dirty, with rats. There weren't enough schools. There were few streetlights, and the streets and sidewalks were of poor quality.
8. **What were some reasons Addams chose to serve an immigrant community?**
Many immigrants were poor. Many native-born Americans did not like immigrants. These were two reasons why life was hard for many immigrants. Addams also thought immigrants contributed to the culture of the United States.
9. **What are some possible reasons why children threw rocks at Hull House when it opened?**
They might have been scared or suspicious of it, because the Hull House staff were outsiders. They might have done it as a joke or prank, or because they didn't feel a connection to what the newcomers were doing.
10. **What services did Hull House provide to the community?**
It was a place where people with no plumbing could take a bath. Classes that taught about good nutrition were provided. It had a day-care center.
11. **What did Hull House do to support the culture and traditions of the people in the neighborhood?**
Groups were invited to come share their culture and traditions, and to teach younger generations.
12. **What were some services that settlement houses around the country provided?**
They provided gymnasiums, English classes, and a way to connect with neighbors.
13. **What were some of the other causes that Jane Addams supported?**
She supported women's right to vote and African Americans' rights. She supported peace and was against World War I. She supported Theodore Roosevelt's campaign for president.
14. **Why was life hard for Jacob Riis when he came to America?**
There was a depression. He couldn't get a job and didn't have money to buy food or a place to live. He was an immigrant, and immigrants were not welcomed by all.

Americans.

15. How did Jacob Riis's experience at the police station affect him?

He was robbed, and his dog was killed. He was there with other men who were homeless. He wanted to change things so people did not have these types of experiences.

16. How did Riis explain his interest in working as reporter?

He thought it was noble work. It was a job in which he could show what was right and wrong, and help do something to correct what was wrong.

17. What did Riis do to gather information for his reporting?

He went all around the city, at night, looking for problems. He acted like a detective.

18. How did Riis react when his work was criticized or ridiculed?

He kept doing his work. He did not let others stop him.

19. What did Riis find out about the New York City water supply?

He found out that it was contaminated—it was dirty from people bathing themselves and their animals in it, and dumping their garbage in it as well.

20. How was Riis able to prove his idea that cholera germs came from the drinking water?

He figured out that it took four days for the water that was infected to get to the city. That proved he was right, because cholera germs lived for seven days.

21. What are the conditions of the tenement Riis describes?

It's dark and stuffy, but rain and wind come in through the windows. It smells bad and is crowded. The front door is constantly slamming shut. There are no sinks in the apartments; the people use sinks in the halls.

22. What does Riis say about the lives of the children who live in the tenement?

They play in the dark hallway. They are frequently beaten. They don't have toys or other things. It's common for children to get sick and die.

23. What vivid descriptions does Riis give? Why do you think he uses this kind of description?

He gives many vivid descriptions, such as, "the hall . . . dives into utter darkness"; and, "that short, hacking cough, that tiny, helpless wail." They help the reader "see" what Riis saw and feel the same things he feels.

24. Why does Riis say, "That dark bedroom killed it"?

The dark bedroom—the place, the living conditions and way the baby must live, and the poverty that causes this way of life—led to the baby's illness and death.

25. What new technology helped Riis reach more people?

Riis was able to use flashbulbs with his camera to take pictures in the dark. The photos made a big impact and were also used as evidence.

26. What are two examples of muckraking stories Riis did to benefit children?

He wrote about children who did not go to school and were stuck inside all day. He proved that children who were too young to work were employed at factories.

27. What did Riis want for all children?

He wanted them to be able to go to school and to play outside in a safe place, such as a park. 189 26/04/18 5:33 PM

28. Why did Theodore Roosevelt praise Riis?

He said Riis was unselfish and a good citizen. Riis not only wrote about the poor living conditions, but he also tried to get his ideas for improving these conditions put into practice.

Chapter 4: Theodore Roosevelt

1. Why did Roosevelt's father tell him that he wouldn't amount to much? Why do you think he said this?

Roosevelt had health problems and was not strong. His father probably thought that he would not have the opportunity to do much in life.

2. What does this section tell you about Roosevelt's personality?

He was very determined. He became very physically active.

3. Why was the New York Civil Service Commission an important organization?

Its job was to make sure that people who worked in the government had qualifications. In the past, people were given those jobs as a reward, a bribe, or a favor.

4. Why do you think Roosevelt said that wanting to be president makes people change?

Answers may vary. Possible response: He says this as a warning, because what often happens is that people focus on running for the office and lose sight of the good deeds and actions they had been working on before.

5. What was Roosevelt's reputation when he ran for governor of New York?

He was a war hero.

6. What new reputation did Roosevelt begin to build as governor?

He started to build a reputation as someone who would fight for the public, for what was good for the country or society.

7. Why did some members of Roosevelt's party disagree with him?

He wanted to reform government. They were interested in keeping things the same.

8. Why did some politicians in New York want Roosevelt to become vice president?

They wanted to get him out of New York and into a position where he couldn't do very much.

9. How did Roosevelt become president?

McKinley was assassinated, and Roosevelt took over as president.

10. How did the Pennsylvania coal miners' strike affect places like school and hospitals?

The strike meant that schools and hospitals started to run out of coal, which was what they used for fuel.

11. What did Roosevelt do about the miners' strike?

He threatened to bring in federal troops to take over the mine. He wanted to force the two sides to come to an agreement.

12. What was Roosevelt's point of view about the powerful trusts and corporations?

He was determined to make sure that these trusts and corporations followed the law and did not use their size and wealth to take unfair advantage of others.

13. How did Roosevelt use the Sherman Antitrust Act? Why was this significant?

He used it to take a powerful trust to court. In the past, the government had only used this act to break up union strikes, not to keep the trusts in check.

14. What did the result of the 1904 election show about what the public wanted?

He wanted everyone to have a fair chance in life; he believed that government should guarantee that everyone would receive fair treatment with a chance to succeed.

15. What did Roosevelt mean by a "square deal"?

He gave a government office the power to control what the railroads charged to ship things.

16. What did Roosevelt think about business?

He was not against business, but he wanted to make sure there were fair practices in place to give small business owners and ordinary workers a fair chance to succeed.

17. What was the goal of railroad and timber companies with regard to natural resources?

Their goal was use natural resources, such as forests and minerals, to make a lot of money.

18. What did Roosevelt think about nature and natural resources?

He appreciated nature and natural resources. He wanted to protect them.

19. What reasons did Roosevelt give for protecting forests?

They help to clean water. If forests are destroyed, there will likely be floods and droughts.

20. What approach did Roosevelt want to use for managing forests?

He wanted to use scientific principles. He wanted to have trees cut down only when it did not damage the forest.

21. What was the work of the Forestry Division under Roosevelt?

Its work was to make sure the country's forests were used wisely.

22. What happened to Yosemite Valley under the control of the state of California?

It was not well managed. Many trees had been cut down. Sheep grazed everywhere.

23. What is one reason Roosevelt thought it was important to protect Yosemite Valley?

It had great natural beauty, including special redwood trees. He thought it should be

protected so future generations could enjoy it.

24. How did Roosevelt use the Antiquities Act to keep certain areas safe from destruction?

Roosevelt used his authority under the Antiquities Act to designate certain areas as national landmarks, which would have special protection. Congress did not always support Roosevelt. Under the Antiquities Act, he could create landmarks without needing to get Congress's approval.

25. What did Roosevelt do to protect birds and animals?

He created many refuges, where birds and animals would be protected and safe.

26. Why do you think Roosevelt promised not to run again?

One reason might be that he believed a single person should not have too much power. He might have thought that it was better for the country if different people held power.

27. Why did Roosevelt decide to come back and run again?

Progressives were not happy with President Taft. Roosevelt wanted to keep working for reforms.

28. Why did Roosevelt form a new political party?

He had been a Republican, but now Taft was supported by the Republicans. Roosevelt formed the Progressive Party to run for president against Taft.

29. What helped Woodrow Wilson win the election?

Republican voters were divided between voting for Taft or Roosevelt. All the candidates had ideas about reform, so voters who wanted reform could make several different choices.

30. How did Roosevelt feel about his trip down the Amazon?

He thought the trip was worth it, even though it made him sick. Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Chapter 5: Reform for African Americans

1. What are the Thirteenth, Fourteenth, and Fifteenth amendments?

The Thirteenth Amendment bans slavery. The Fourteenth Amendment made former slaves citizens. It guaranteed them the same treatment by law as all citizens and gave some voting rights. The Fifteenth Amendment made it illegal to deny voting rights because of color, race, or former enslavement.

2. What were Jim Crow laws, and why were they passed?

These were laws that tried to keep African Americans from actually using their new rights. The intent by those who made the laws was to keep African Americans and whites separate, despite the Thirteenth, Fourteenth, and Fifteenth amendments.

3. What are some examples of Jim Crow laws?

Examples include laws regulating where people of certain races could go or what public things they could use (such as water fountains or waiting rooms) or do together (such as playing games like checkers).

4. **What did the Supreme Court decide in 1896?**
It decided that laws designed to segregate people by race were allowed under the Constitution, using the principle of “separate but equal.”
5. **What were the main effects of the Jim Crow laws?**
They kept Americans separated by race. They stopped African Americans from really having equal rights.
6. **What may have motivated Ida B. Wells to go to college?**
Her parents cared about education. They had worked hard to save money.
7. **Why did Ida’s college education come to an end?**
She had a disagreement with the college president, and she was dismissed (asked to leave).
8. **What was Ida’s job?**
She became a teacher.
9. **What did Ida want to do in life?**
She wanted to do something heroic—something important to help people.
10. **Why do you think Ida Wells chose to ignore the law and sit in the ladies’ car?**
She may have wanted to resist the law because she knew it was unfair and she wanted to signal her disagreement. She may also have wanted to be in the car where there was no smoking and no swearing.
11. **Was the lynching that took place in Memphis unusual?**
No, lynching was not new, but it was starting to happen more often.
12. **What actions did Ida B. Wells take in response to the lynching?**
She wrote about it in the newspaper, she suggested a boycott of streetcars and white-owned businesses, and she suggested that African Americans move away from Memphis. She traveled around to speak out about lynching. She kept a record of lynchings.
13. **What did Wells want done in response to lynchings?**
She wanted those accused to be put on trial and judged innocent or guilty through established legal practices.
14. **What did Wells say was different about the United States?**
It was the only place where huge groups would go hunt down and kill powerless people.
15. **What did Wells believe about the United States?**
She believed it was capable of protecting all its citizens. She believed in the humanitarian spirit of the country.
16. **What facts help you understand how much Washington wanted to get an education?**
He taught himself the alphabet. He chose to complete his work early in the morning and later in the day, so he could attend school during the hours it was in session.

17. **What jobs did Washington do after graduating from Hampton Normal and Agricultural Institute?**
He was a teacher. He taught African American children and adults. In this photograph, taken in 1906, you can see students standing at the entrance to the Tuskegee Institute in Alabama. The gates were called the Lincoln Gates.
18. **Why did Washington believe it was important to learn a trade?**
He thought this gave people economic security, and he respected people who could work with their hands.
19. **What is one reason that Washington thought it was important for African Americans to gain economic power?**
He thought that it was necessary to have economic power in order to get political power. Students attending the Tuskegee Institute helped build the school.
20. **What was the Tuskegee Normal and Industrial Institute?**
It was a school for African American adults, where they could get an education and learn a trade. It is now Tuskegee University. Page 214
21. **What did Washington suggest in his speech?**
He said African Americans should try to compromise with whites and not participate in strikes or boycotts. He said African Americans should accept Jim Crow laws, remain segregated from whites, and be patient.
22. **What did Washington mean when he said, “Cast down your bucket where you are”?**
He meant that African Americans should use what was already right there. He meant that they should not look for outside help, but only rely on the resources at hand.
23. **How were Washington’s ideas different from Wells’s ideas?**
Wells urged strikes and boycotts. She encouraged African Americans to leave the South. Washington said African Americans should stay in the South. He said they should not strike or boycott, and they should try to get along with the white people in their communities.
24. **What was the reaction of the audience and others to Washington’s speech?**
Many people were very enthusiastic. They praised the speech and his ideas.
25. **Why did some African Americans disagree with Washington?**
They thought he was too accepting of the unfair situation for African Americans. They thought African Americans should fight hard against their lack of equality.
26. **What things did Du Bois say that Washington wanted African Americans to give up?**
He said Washington was telling African Americans to give up political power, civil rights, and higher education.
27. **What did Du Bois want to do about segregation?**
He wanted to get rid of the “color line.” He wanted all segregation to stop.
28. **What did Du Bois mean by the “color line”? Who was on each side of the line?**

He meant that people are separated by race (the color of their skin). Whites are on one side of this line. People of color are on the other side.

29. What does Du Bois say about the Civil War?

He says the cause of the war was the conflict over slavery. He says that people deny this was the cause, but the issues of slavery and racism cannot be covered up by these denials.

30. How were Du Bois and Washington different?

Du Bois was from the North. Washington was from the South and had been born enslaved. Du Bois went to some of the best schools. Washington had an education, but he had to teach himself and he had to struggle to go to school.

31. Why did Du Bois criticize Washington's ideas?

Du Bois thought Washington's ideas would hurt African Americans. He thought Washington's ideas meant that African Americans would lose rights. He thought Washington's ideas focused only on getting African Americans in a better economic situation.

32. What did Du Bois want to see happen?

He wanted to support the most talented African Americans, to make them into leaders. Then, they could help all African Americans.

33. What was the situation for African Americans in the 1890s?

Life got worse at this point, because of hard economic times and laws that enforced segregation. They did not have equal rights or opportunities. White reformers who worked on other issues did not all fight back against the injustices experienced by African Americans. Lynchings and riots were increasing.

34. Why did Du Bois's group meet in Canada?

They could not meet in the hotels in New York. They went across the border to Canada, where these laws banning African Americans did not exist.

35. Who formed the NAACP?

It was formed by Du Bois and the Niagara Movement, and, over time, some white reformers who cared about changing the situation for African Americans also joined.

36. Why did Du Bois move to Africa at the end of his life?

He was discouraged. He had worked hard, but he saw that racial inequality still continued in the United States.

37. What changes did Du Bois's efforts eventually lead to?

Segregation was made unconstitutional, and schools were no longer open to only one race. The civil rights movement grew stronger in the 1950s and 1960s, building on Du Bois's work.

38. What was the March on Washington in 1963?

It was a big gathering organized by the NAACP and other organizations to call for equal civil rights. It was an important demonstration in support of making new laws about civil rights.

39. **Why might we say Martin Luther King Jr. carried on work started by Du Bois?**

He was an important civil rights leader in the 1950s and 1960s. He continued working on issues and ideas that Du Bois had fought for, such as equal rights.

Chapter 6: Women's Voting Rights

1. **What was the situation for women in the United States in the early 1900s regarding voting rights?**

In most places, they could not vote. They were often discouraged from talking about politics.

2. **What happened at the Seneca Falls Convention?**

Women working for the right to vote met at a conference and voted for resolutions seeking equality.

3. **What did the woman suffrage movement work toward?**

It worked toward suffrage for women—getting women the right to vote.

4. **Why were Susan B. Anthony's family and religion an important influence on her?**

Her father encouraged her to pursue an education. As a Quaker, she was expected to play an active role and speak her mind. Quakers had a history of standing up for causes, like abolition.

5. **Why did Anthony not want to marry?**

She knew that getting married would reduce her freedom. Her job would be to take care of or maintain a house. She would either have a dreary job (housekeeping), or she would have to sit and do nothing.

6. **What was the Temperance Movement? Why were many women a part of it?**

It was a movement against alcohol abuse. Women joined it because they saw the negative effects of alcohol abuse, particularly on family life.

7. **What happened at the meeting of temperance workers that Anthony attended in 1852?**

Women could not speak at the meeting. Susan B. Anthony left, because she was told women could not speak, but could only listen and learn.

8. **What did Anthony and Bloomer do that was "outrageous"?**

They went to a men's meeting. They wore pants under their skirts. Susan B. Anthony had short hair. They tried to speak at the meeting.

9. **What did Anthony come to realize?**

She realized that women (or any group without power) could not change society without getting equal political rights, including the right to vote.

10. **What group gained rights when the Fourteenth Amendment was ratified, after the Civil War?**

African Americans gained rights. Only African American men gained the right to vote.

11. **Why did some people feel that it was not the right time to work for woman suffrage?**

Some people felt that reformers were working on two difficult topics: rights for African Americans, and rights for women. They thought that it might be too hard to get both kinds of reforms done at once.

12. What did Anthony say about why she voted?

She said she had the right to vote, because that is a right of citizens. She said that “we, the people” does not mean just white males. 294

13. Why did many beer and whiskey makers fight against women’s right to vote?

Beer and whiskey makers fought against it because many women were in the Temperance Movement. The women’s vote could hurt the beer and whiskey makers’ profits.

14. What did some political leaders do to try to fight against woman suffrage?

They paid bribes and let immigrant men vote, even though it was illegal. They encouraged the immigrants to vote against women’s rights, by paying them to vote that way.

15. What was W.E.B Du Bois’s position on woman suffrage?

He strongly supported it. He said all African American men should vote for it.

16. Why did more people start to believe that women should have the right to vote?

People thought women would vote for good policies that would protect families.

17. What did women do to call for woman suffrage?

They held silent protests, they went on hunger strikes, and they organized parades in support of women’s right to vote.

18. What did Jeannette Rankin do to advance woman suffrage?

She was the first woman elected to Congress. She introduced the Nineteenth Amendment. When it was finally ratified, it gave women the right to vote.

Chapter 7: Eugene Debs and Socialism

1. How did Debs feel about people who were poor or had a hard life?

He identified with them. He felt that he was part of their group and that he was affected by the same things that affected them.

2. What kind of education did Debs have?

He went to school as a child but stopped to go to work. He read a lot, especially French and German literature.

3. What jobs did Debs have?

He first worked in railroad jobs, then later as an editor, in local government, and as a union organizer.

4. How did Debs want to organize workers?

He wanted all the workers in a certain industry to join a single union.

5. Why did the Pullman workers go on strike?

They were protesting layoffs and pay cuts.

6. **What happened during the Pullman strike that led to Debs's arrest?**

Debs was a leader in one of the union strikes. Vandalism and violent riots took place during the strike.

7. **What did Debs think was necessary to help and protect workers?**

He thought the United States needed a different economic system.

8. **What did Debs say about the violence that happened during the Pullman strike?**

He said that the railroad owners and local authorities were the ones who were violent.

9. **How did people in the United States see Debs?**

Some did not like him and did not support his ideas. Some thought he was a good labor leader with good ideas.

10. **What was a goal of the IWW?**

They wanted to end capitalism.

11. **Why did Debs leave the IWW?**

He did not agree with the use of violence.

12. **During what period was socialism strongest in the United States?**

It was probably strongest in the early 1900s.

13. **Why did some immigrants support Debs?**

They were often disappointed in the opportunities they had and in the treatment they received. They felt that Debs was on the side of the poor and that they could trust him.

14. **How did Debs influence other politicians?**

He was able to get enough support as a political candidate that others began to talk about the issues that Debs talked about.

15. **What was the Espionage Act?**

It was a law that said people could not speak out against the war.

16. **Why did Debs continue to speak against the war?**

He thought capitalism was one cause of the war. He thought war hurt workers.

17. **What other issues did Debs speak out on and support?**

He spoke out about the way prisoners were treated, with unequal treatment particularly for African American and poor prisoners. He spoke out against racial injustice. He supported women's right to vote and equal pay.

18. **How do you think the various reformers influenced each other?**

They shared ideas. They may have learned from each other. People who supported different causes, like racial justice, women's rights, and workers' rights, could see that those causes were similar in many ways.

Unit quiz key

1. d 2. b 3. a 4. c 5. d 6. a 7. d 8. a 9. b 10. a 11. c 12. d 13. c 14. a 15. d 16. b 17. c 18. d 19. c 20. b 21. d 22. c 23. a