THE PROGRESSIVE ERA Standard: 11.2.4 Students understand the effects of political programs and activities of the progressives.

Ch. 9.1

Skill 1:

\* The Changing Face of Industrialism

-Industrial growth means \_\_\_\_\_\_\_\_ goods at \_\_\_\_\_\_\_ prices

-\_\_\_\_\_\_\_\_\_\_\_\_\_ of social problems from 1890s

-New century begins on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*The Innovative Model T

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ transforms auto industry with \_\_\_\_\_\_\_\_\_\_\_ and standardized parts

-Small profit on each unit, grosses \_\_\_\_\_\_\_\_\_\_\_\_\_ due to high volume of sales

-1908--Model T introduced

-1916--Federal government begins \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( build roads for the new cars)

\*The Burgeoning Trusts

-The trend toward bigness in industry accelerates after \_\_\_\_\_\_\_\_

-Bankers provide\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through interlocking directorates

-\_\_\_\_\_\_\_\_\_\_\_\_ are controversial

-often denounced as threats to equality

-some \_\_\_\_\_\_\_\_\_\_\_\_ them as more efficient

\*Managing the Machines

-Frederick Taylor \_\_\_\_\_\_\_\_\_\_\_\_ “Scientific Management” to increase \_\_\_\_\_\_\_\_\_\_\_

-Worker \_\_\_\_\_\_\_\_\_\_, morale suffers

-better paychecks

-\_\_\_\_\_\_\_\_\_\_\_\_ danger, tedium work

\*Society's Masses

-Employment expands rapidly to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_, immigrants, \_\_\_\_\_\_\_\_\_\_, Mexican Americans enter work force

\*Better Times on the Farm

-Isolation \_\_\_\_\_\_\_\_\_\_\_ by mail and parcel post deliveries to farms

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mostly in the South) remain impoverished

-Western farmers benefit from vast \_\_\_\_\_\_\_\_\_\_\_\_

\*Women and Children at Work

-Women resist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to enter work force

-Women’s \_\_\_\_\_\_\_\_\_\_\_\_\_defend rights of women, child laborers

-1921--Congress passes laws \_\_\_\_\_\_\_\_\_\_\_\_\_ pregnant workers’, their infants’ health

\*The Niagara Movement and the NAACP

-1905--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, others reject accommodation to racist society

-"Niagara Movement" demands immediate respect for\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-NAACP, Urban League, \_\_\_\_\_\_\_\_\_\_\_\_ African American rights

-Black workers gain \_\_\_\_\_\_\_\_\_from prosperity

\*"I Hear the Whistle": Immigrants in the Labor Force

-1901-1920--fresh influx of Europeans, Mexicans, Asians to labor force

-Non-English speakers considered a social problem

-Programs to "Americanize" them

-Immigration limited from China, Japan, Mexico, southern, central Europe

\*Immigration to the United States, 1900-1920b (by area of origin)

Write what you see in graph.

\*Mexican Immigration to the United States, 1900-1920

Write what you see in graph.

\*Conflict in the Workplace

-\_\_\_\_\_\_\_\_\_\_\_\_--new round of labor unrest

-Industrial productivity\_\_\_\_\_\_

-Union membership \_\_\_\_\_\_

\*Organizing Labor

-\_\_\_\_\_\_\_\_\_ the largest union

-1903--women \_\_\_\_\_\_\_\_\_\_ from A.F.L., form Women's Trade Union League

-1905--others excluded from A.F.L., form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Radical organizations \_\_\_\_\_\_ spectacular strikes with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_ of class warfare increase

\*Working with Workers

-Employers improve \_\_\_\_\_\_\_\_\_\_\_\_ to avoid trouble

-\_\_\_\_\_\_\_\_\_\_\_\_ doubles wages, reduces workday

-plant production \_\_\_\_\_\_\_\_\_\_

-union activity \_\_\_\_\_\_\_ ( partly due to his “security forces”)

\*Amoskeag

-Amoskeag mills model \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to labor management

-Company hires \_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_ include playgrounds, health care, home-buying plans, recreation areas, etc…

\*A New Urban Culture

-Mass production means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Most \_\_\_\_\_\_\_\_\_\_\_\_experience abundance

\*Production and Consumption

-1900-1920--new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ create demand for goods

-Goods increase U.S. standard of living

-\_\_\_\_\_\_\_\_\_\_\_\_ increasingly concentrated

\*Living and Dying in an Urban Nation

-By 1920 the average \_\_\_\_\_\_\_\_\_\_\_\_\_ increased substantially

-Booming cities take on modern form

-Zoning regulations separate\_\_\_\_\_\_\_\_\_, commercial, \_\_\_\_\_\_\_\_\_\_ areas

\*Popular Pastimes

-\_\_\_\_\_\_\_\_\_\_\_\_\_ achieve leisure for first time in American history

-Spectator pastimes include \_\_\_\_\_\_\_, football, \_\_\_\_\_\_\_\_, concerts

-Popular music--Sousa marches, ragtime, blues, jazz, \_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_includes romance, detective, science-fiction novels

\*Experimentation in the Arts

-Dance--Isadora Duncan

-Painting--Ashcan School, post-Impressionists

-Poetry--T.S. Eliot and Ezra Pound

\*A Ferment of Discovery and Reform

-\_\_\_\_\_\_\_\_, labor conflict remain

-Solid social and economic gains made

-\_\_\_\_\_\_\_\_\_ that social experiments can \_\_\_\_\_\_\_

**Ch. 9.2: Progressives and Women in Public Life** (CAHSS Standard 11.2.9)

\*Reformers- confronted problems of industrial/ urbanization

–Predominantly \_\_\_\_\_\_

–\_\_\_\_\_\_played vital role

–Initially local in scope→ Statewide→ National

–Addressed \_\_\_\_\_ & \_\_\_\_\_\_\_\_ issues

\*Major Progressive Issues:

–Child Labor

–\_\_\_\_\_\_\_\_\_\_

–Women’s \_\_\_\_\_\_\_\_

**Orphan Trains**

•Industrialization created labor population \_\_\_\_\_\_\_\_\_\_\_\_ to pay for the \_\_\_\_\_\_\_\_\_\_\_ of children

•Child homelessness \_\_\_\_\_\_\_\_\_ Northeastern US

–100,000’s needed $, food, \_\_\_\_\_\_

–Estimated \_\_\_\_\_\_\_\_\_\_ homeless children in NYC in 1850s

•Charles Loring Brace est. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

–To \_\_\_\_\_\_\_\_problem of child homelessness

–Homeless children from industrial centers sent West by train to \_\_\_\_\_\_\_\_\_\_\_\_

•1854- 1929 > 120,000 children taken

–Forerunner for modern \_\_\_\_\_\_\_\_\_

•Children taken to \_\_ different states

***"The \_\_\_\_\_\_\_\_\_, is to get utterly out of their surroundings and to send them away to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the country."*** - Charles Loring Brace

**Jane Addams**

•\_\_\_\_\_\_\_\_\_\_\_\_\_- University educated, from wealthy family

•Opened \_\_\_\_\_\_\_\_\_\_\_ (1889)

–Rented mansion

–HQ for providing \_\_\_\_\_\_\_\_\_\_\_

•Health services

•\_\_\_\_\_\_\_\_\_\_\_\_\_

•Youth clubs

•Cultural festivities and \_\_\_\_\_\_\_\_

In Table below, write what you see in each photo of Hull House and how it helped society (who is in photo, obstacles, successes, symbolism, etc)

|  |  |
| --- | --- |
| Photograph: | Observations |
| *Hull House* |  |
| *The nursery at Hull House* |  |
| *The library at Hull House* |  |
| *Social programs at Hull House benefited children and adults* |  |

**Women’s Suffrage**

•\_\_\_\_\_\_\_\_\_\_\_\_- the right to vote

•Movement began in the \_\_\_\_\_\_\_\_

•Elizabeth Cady Stanton & Lucretia Mott

–1848- Organized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Seneca Falls, NY)

•National Women’s Suffrage Association (NWSA)

–\_\_\_\_\_\_\_\_\_\_\_ by Elizabeth Cady Stanton & \_\_\_\_\_\_\_\_\_\_\_\_\_\_

•American Women’s Suffrage Assoc. (AWSA)

–Founded by \_\_\_\_\_\_\_\_\_ & Julia Ward Howe

•\_\_\_\_\_ Amendment- proposed June 4, 1919; Ratified August 18th 1920

In Table below, write what you see in each photo of the women’s suffrage movement (who is in photo, obstacles, successes, symbolism, etc.)

|  |  |
| --- | --- |
| Photograph | Observations |
| *Woman Suffrage before 1920 Graph* |  |
| *Hdqtrs Opposing Women’s Suffrage* |  |
| *Suffrage Parade- NYC*  |  |
| *Suffrage Parade- Washington D.C.* |  |
| *Suffrage Political Cartoon* |  |

**Fair Labor Standards Act**

•Passed \_\_\_\_\_ (FDR)

•Objective: “eliminate conditions detrimental to . . . Health, efficiency, and well-being of workers”

–Minimum wage

•1st year- 44 hr/wk @ 25 cents/hr

•2nd year- 42 hr/wk @ 30 cents/hr

•3rd year- 40 hr/wk @ 40 cents/hr

–Child labor

•\_\_\_\_\_\_\_\_\_ in inter-state food industries

•Minimum employment age- \_\_ yr old outside of school hours

–\_\_ yr old during school hrs

–18 yr for\_\_\_\_\_\_\_\_\_ occupation

**Ch. 9.3 Teddy Roosevelt & the Square Deal**

SWBAT explain TR’s square deal and how it relates to the reforms of the progressive movement.

T.R. loved to lead and to fight those he felt were not acting in America's best interests.

|  |  |
| --- | --- |
| •**Coal Strike**-coal mine owners \_\_\_\_\_\_ to deal with the union in a \_\_\_\_\_ strike-T.R. \_\_\_\_\_\_\_\_ them and the head of the mine workers to the \_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_ to use army troops to keep the mines open-Owners \_\_\_\_\_\_\_\_\_\_\_-T.R. was \_\_\_\_\_\_\_\_\_ with ending the strike | •**Northern Securities Case**-T.R. used the **Sherman Anti-trust Act** to attack a \_\_\_\_\_\_\_\_\_\_\_\_\_\_-Supreme Court \_\_\_\_\_\_\_ the company to dissolve-Added Departments of \_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ to the Cabinet-Urged Congressional \_\_\_\_\_\_\_\_\_ of the **Pure Food and Drug Act (1906)**--forbade \_\_\_\_\_\_\_\_ and required\_\_\_\_\_\_\_\_ of ingredients for both foods and drugs. |

**Conservation reform added massive areas to the national forests (total of 190 million acres)**

-Transferred\_\_\_\_\_\_\_\_to the U.S. Forest Service headed by \_\_\_\_\_\_\_\_\_\_, who insisted that trees be planted as well as harvested

-\_\_\_\_\_\_\_\_\_\_\_\_\_millions of acres of public land from sale to \_\_\_\_\_\_\_\_\_\_\_\_\_

-Used public land sale revenues to build \_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_

**Major Progressivism Programs (Education)**

1. Progressive education--\_\_\_\_\_\_\_\_\_\_\_ led movement that focused on personal growth, not mastery of body of knowledge. Promoted\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_ of Harvard pioneered elective courses and new teaching techniques (such as seminars) to make university learning more\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_ began attending colleges in large numbers (by \_\_\_\_\_\_, 47% of total enrollment was female).

4. Believing that \_\_\_\_\_\_\_\_\_\_\_\_\_ would help bring an \_\_\_\_\_\_\_\_\_\_\_ population, Progressives \_\_\_\_\_\_\_\_\_\_\_\_ enrollments to record levels (86% of children in schools by 1920)

**Racial anti-discrimination efforts**

\*Booker T. Washington (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

-argued for \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ on the part of blacks to white society

\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Niagara Movement--1905)

-urged blacks to \_\_\_\_\_\_\_\_\_ themselves and \_\_\_\_\_\_\_\_ for political and economic rights

-formed \_\_\_\_\_\_\_\_\_\_ to use legal means to \_\_\_\_\_ racial discrimination

**Women's rights**

\*While the number of employed women stayed \_\_\_\_\_\_\_\_\_\_\_ from 1900-1920 (20%)

 -the type of work switched from \_\_\_\_\_\_\_\_\_\_ labor (servants, cooks, laundresses) to \_\_\_\_\_\_\_\_\_\_\_\_\_ (clerks, typists, bookkeepers), factory work, and professionals.

\*Most women still held the \_\_\_\_\_\_\_\_\_\_\_ and least \_\_\_\_\_\_\_\_\_jobs

\*Significant Progressive feminists called for greater reform

 a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_attacked the male monopoly on opportunity and declared that

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was an \_\_\_\_\_\_\_\_\_\_\_\_\_ value for American women

b) Margaret Sanger led the movement to provide \_\_\_\_\_\_\_\_\_\_\_ to prevent unwanted pregnancies among \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ urged that women be given the franchise, which came on the national level with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1919).

\***Child labor laws**

-most states passed \_\_\_\_\_\_\_\_\_\_ working age laws and prohibited children from working more than \_\_\_\_\_ hours per day, but enforcement was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Temperance**

-Anti-Saloon League and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-fought \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the state level through \_\_\_\_\_\_\_\_\_

-fought on the national level with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which prohibited the manufacture, sale, and transportation of\_\_\_\_\_\_\_\_

-Led by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ch. 9.4 Progressivism Under Taft**

**Presidential Election of 1912**

•\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ successor Taft proved to be \_\_\_\_ progressive than T.R. in the areas of tariff reform and conservation.

1.**Payne-Aldrich Tariff** (heralded by Taft as "the best tariff passed by the Republican Party") \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and kept consumer prices \_\_\_\_\_\_\_

2.A public land sale\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pitted Pinchot \_\_\_\_\_\_\_\_Secretary of Interior Ballinger. Taft \_\_\_\_\_\_ Pinchot

In Table below, use notes to help you write what you see in each political cartoon and how it symbolizes or represents policies, scandals, etc. of Taft’s presidency.

|  |  |
| --- | --- |
| Political Cartoon | Observations |
| Ballinger-Pinchot Controversy |  |
| Keep Whistle Blowing |  |
| President on Stage |  |
| GOP after Circus |  |

**The Progressive Party and Theodore Roosevelt**

-T.Roosevelt organized the National Progressive or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after Progressive Republicans bolted the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Republican convention.

•Party platform included long list of\_\_\_\_\_\_\_\_\_\_\_\_\_demands. Effectively \_\_\_\_\_ the Republicans into two camps.

In Table below, use notes to help you write what you see in each political cartoon and how it symbolizes or represents Roosevelt’s “Bull Moose” Party and the Split of Republican Party under Taft’s presidency.

|  |  |
| --- | --- |
| Political Cartoon | Observations |
| Anti-3rd Term |  |
| “Bull Moose” Party |  |
| Progressive Fallacies |  |
| New Nationalism |  |

**Ch. 9. 5 Wilson’s New Freedom**

**Democrats nominated Woodrow Wilson in 1912**

-the scholarly governor of \_\_\_\_\_\_\_\_\_\_

-called for \_\_\_\_\_\_\_\_\_\_ and reform, including low\_\_\_\_\_\_\_

-breaking up of all \_\_\_\_\_\_\_\_\_\_\_

-the government to be an umpire in \_\_\_\_\_\_\_\_\_ between labor and \_\_\_\_\_\_\_\_\_\_

In Table below, use notes to help you write what you see in each political cartoon and how it symbolizes or represents the obstacles and Progressive reforms Wilson faced during his presidency.

|  |  |
| --- | --- |
| Political Cartoon | Observations, Meaning |
| Time to Remove Grime |  |
| Up Against Hurdles |  |

**Socialists nominated Eugene Debs**

-called for public(government) \_\_\_\_\_\_\_\_\_\_ of all natural resources and \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key Issues

In Table below, use notes to help you write what you see in each political cartoon and how it symbolizes or represents the key issues and obstacles during the Progressive Era and its attempts to reform American society.

|  |  |
| --- | --- |
| Political Cartoon | Observations, Meaning |
| I.W.W.  |  |
| Suffrage |  |
| Lynching & Race Issue |  |
| Mr. Lewis gets his share |  |

**Wilson's New Freedom and Progressivism**

•**Tariff reform--\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1913)**

-gave first significant\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ since 1860s

-\_\_\_\_\_\_\_\_\_\_personally delivered his goals to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and banking reform-- Creation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

-Acted as bankers' banks and prevented "runs" on \_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ created a flexible new currency to the banking system

**Clayton Antitrust Act (1914)**

-to \_\_\_\_\_\_\_\_\_ monopolies

-set up a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-to stop unfair practices which may \_\_\_\_\_\_\_

**Evaluation of Progressivism**

-Weaknesses of Progressive \_\_\_\_\_\_\_\_

-Material progress of Americans \_\_\_\_\_\_\_\_\_\_\_\_\_ of reformers

-Myriad of Progressive goals were often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_ to Progressivism apparent as initiatives \_\_\_\_\_\_\_ and courts struck down

**Progressive legislation**

-Government remained mainly under the influence of business and industry

Outbreak of World War I

-dampened enthusiasm of attempts to use governments to create just societies on earth

**Progressive accomplishments**

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ forced industrialists to notice public opinion

-Legislation gave federal and state governments the tools to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_ helped build government revenues and redistribute \_\_\_\_\_\_\_\_\_

-Progressives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ traditional institutions and approaches to domestic problems

**TAFT & WILSON**

**SWBAT1. Summarize the events of the Taft Administration**

**2. Describe the election of 1912. Describe Woodrow Wilson’s background and the Progressive Reforms of his presidency.**

**WILLIAM HOWARD TAFT**

-After winning the election in 1904, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pledged not to run in 1908.

-\_\_\_\_\_, previously the Secretary of War, was TR’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ successor as President

-Taft’s cautious nature made it\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for him to hold together the \_\_\_\_\_\_\_\_\_\_\_\_ of the Republican Party

-As a result, the Republican Party \_\_\_\_\_\_\_

-TR formed the third party Progressive Party which became known as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-This split allows Wilson to win the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WILLIAM HOWARD TAFT’S DOMESTIC POLICY**

**TRUST BUSTING**

-More than twice the number of \_\_\_\_\_\_\_\_\_\_\_\_ filed than under Roosevelt.

-Major victories

-won against \_\_\_\_\_\_\_\_\_\_\_\_\_\_of New Jersey and the American Tobacco Company (both initiated under T.R.), the Sugar Trust and \_\_\_\_\_\_\_\_\_\_\_\_\_\_

•Roosevelt was generally \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of these Taft actions, but not the move against Morgan and U.S. Steel

-The former president \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_his successor

-proclaiming that Taft was unable to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between a good trust and a \_\_\_\_\_\_\_\_\_

**Tariffs**

-\_\_\_\_\_\_\_\_\_\_\_\_\_ :a tax on imported items used to protect U.S. business.

•E.g. A tariff on steel imported from England, makes English steel more expensive, therefore encouraging consumers to buy U.S. made steel.

**TARIFFS**

-Taft\_\_\_\_\_\_\_\_tariff reform during the campaign of \_\_\_\_ and appeared initially to pursue that goal.

-Result was not the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reformers had hoped for but the mildly protectionist

**PAYNE-ALDRICH TARIFF:**

-lowered the general tariff rate from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-\_\_\_\_\_\_\_\_\_\_\_\_ rates on items such as \_\_\_\_\_\_, iron ore and \_\_\_\_

-lowered 650 tariff items, raised 220 and left 1,150 \_\_\_\_\_\_\_\_\_\_\_\_\_

**MANN-ELKINS ACT 1910**

•Taft was successful in \_\_\_\_\_\_\_ Congress to strengthen the powers of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•The \_\_\_\_\_\_\_\_\_\_\_\_\_ 1910 provided:

-The I.C.C. was empowered to \_\_\_\_\_\_\_\_\_\_\_\_ railroad rates

-The purview of the I.C.C. was extended to include control of \_\_\_\_\_\_, telephone and \_\_\_\_\_\_\_\_\_\_facilities

•This measure made the Interstate Commerce Commission the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of its day

**WOODROW WILSON’S DOMESTIC POLICY**

**WOODROW WILSON**

-Woodrow Wilson was a political science professor from Princeton who had been governor of New Jersey but came from a southern background

Within the first \_\_\_\_\_\_\_\_\_, guides a series of measures through Congress that become known as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Seeks to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for good of the nation

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ power of the Presidency while helping the \_\_\_\_\_\_\_\_\_\_\_\_

**“NEW FREEDOM”**

•\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1913)—drastically reduced tariff schedules and transferred many articles to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_

•FEDERAL TRADE COMMISSION (1914)— \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ unfair practices in corporations

•\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_—further curbed the strength of big corporations by making certain business practices \_\_\_\_\_\_\_\_\_ such as price discrimination and the handling of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“NEW FREEDOM”**

-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1915)— regulated labor conditions aboard ship

-ADAMSON ACT (1916)—established an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for railroad employees

-FEDERAL FARM LOAN ACT (1916)—provided for \_\_\_\_\_\_\_\_ to cooperative farm associations

**FEDERAL RESERVE SYSTEM**

•FEDERAL RESERVE SYSTEM (1913, start operation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

-gave the nation a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- first time since \_\_\_\_\_\_\_\_\_\_\_\_\_

-The bank was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in keeping money within the economy despite bad or good times