Progressive Reform


Duration: 1 ½ Day

Objective/Learning Target
The student will understand the various reforms and legislation from the progressive era.
The student will categorize key reforms and legislation as economic, social, or political

TEKS-
(5) History. The student understands the effects of reform and third-party movements in the early 20th century on American society. The student is expected to:
   (A) Evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments
   (E) Describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money
(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:
   (B) Identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act
(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:
   (B) Describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act
(21) Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:
   (B) Discuss historical reasons why the constitution has been amended
(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:
   (A) Identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
   (B) Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and congressional acts such as the American Indian Citizenship Act of 1924;

Materials Needed-
1 set of LRE: Flashcards (Progressive Era Reform) for each pair or trio of students
1 graphic organizer per student (or students could make their own)
Textbook/BYOD
Teaching Strategy-

**Teacher Note: Prior to class copy and cut out the Progressive Era Reform card for student pairs (or small groups) and put in envelopes or bags.

1. Begin the activity by discussing with the students: what are examples of conditions that might need reforms? Direct the discussion to help the students see that reforms might come in either the political, economic, or social area.

2. Pass out a set of the cards to each pair or small group of students.

3. Direct the students to match the term or reform with the card that explains the term or reform. Allow the students to use their Textbook or BYOD to help them with the information.

4. After students have matched the terms with definitions – have students place the reform with its explanation under the category label—Economic, Social, or Political. They should make their choice of the category that they feel best relates to the reform.

   ** Teacher Note: this would be a good stopping point. The graphic organizer and following questions can be completed during the next class period.

5. Pass out a graphic organizer to each student. Each person should complete the graphic organizer with their categorization of terms and a short definition of each for their notes.

6. After the students have completed their graphic organizer, debrief with the following questions on the reverse side of the graphic organizer:
   - Describe how the relationship changed between the federal government and private business with the anti-trust acts and the Pure Food and Drug Act.
   - Which reform do you feel made the most significant change from each category of reforms?
   - Which three reforms do you feel made the most change in the lives of Americans?
   - What are some potential problems with the reforms that were made in the Progressive Era?

Evaluate:

Formative Assessment-
- To formatively assess their understanding of the progressive reforms, pass out a copy of the scenarios from the late 20th century to each individual student.
- Students are to use their graphic organizer to determine which early 20th century reform would best apply to the current situation being described.

GT/AP Extension:
Have students identify the cause of each reform.

Summative Assessment-
Progressivism Unit Test

# 4, 5, 6, 9, 14, 16, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28
Suggested Key to Categorization of Laws:
Clayton Antitrust Act—Economic
Keating-Owen Child Labor Act—Social
17th Amendment—Political
18th Amendment—Social
19th Amendment—Political/Social
Initiative—Political
Referendum—Political
Recall—Political
Sherman Antitrust Act—Economic
Meat Inspection Act—Economic/Social
Pure Food and Drug Act—Economic/Social
Federal Trade Commission Act—Economic
Federal Reserve Act—Economic
Antiquities Act—Social
Newlands Reclamation Act—Social/Economic

Suggested Key to Progressive Era Scenarios:
1. Referendum
2. Sherman Antitrust Act
3. Pure Food and Drug Act
4. Meat Inspection Act
5. 16th Amendment
6. Recall
7. Federal Reserve Act
8. Initiative
Clayton Antitrust Act

In 1914 this act prohibited corporations from acquiring the stock of another corporation. This was intended to prevent the creation of a monopoly. It also provided that the officers of a company could be prosecuted as well as protected labor unions from antitrust legislation.

Keating-Owen Child Labor Act

Using information uncovered by the National Child Labor Committee, Congress was pressured to pass legislation in 1916 that began to limit the number of hours children could work. It also prohibited the transportation across state lines of goods produced by children. The U.S. Supreme Court declared the law unconstitutional in 1918 in *Hammer v. Dagenhart.*

17th Amendment

This change in the US Constitution was designed to limit the power of the party bosses and lessen the impact of wealthy individuals on the election process. To make U.S. Senators more responsive to the American people, this 1913 constitutional amendment provided that they will be elected directly by the people, rather than by the state legislatures.
18th Amendment

In an attempt to improve the lives of individuals, this amendment added to the U.S. Constitution in 1919 prohibited the manufacture, sale, or transportation of intoxicating liquor. It was later repealed by the 21st Amendment in 1933.

19th Amendment

This amendment added to the U.S. Constitution in 1920 provided that citizens of the U.S. cannot be denied the right to vote because of sex. Historically it thus gave women the right to vote.

Initiative

This procedure allows the people to petition to place a proposed state law or state constitutional amendment on the ballot. If a majority of the voters in a state election approve it, the law is adopted.
Referendum

This procedure allows the people to vote to approve or overturn an act of a state legislature or city council.

Recall

This procedure allows the people of a state to vote to remove an elected state official from office before the official’s term of office is over.

Sherman Antitrust Act

The U.S. Congress enacted this law in 1890 to prevent the creation and growth of monopolies. The law made it illegal to establish trusts that restricted free trade.
Meat Inspection Act

Following the publication of Upton Sinclair’s *The Jungle* that contained lurid descriptions of the filthy conditions in Chicago stockyards, the U.S. Congress passed this 1906 law. The law empowered the U.S. Department of Agriculture to administer a federal program of meat inspection and labeling in order to clean up meat processing plants.

Pure Food and Drug Act

Passed by the U.S. Congress in 1906, this law placed restrictions on the makers of prepared foods and patent medicines. It forbade the manufacture, sale, or transportation of adulterated, misbranded, or harmful foods or drugs. It created the FDA, which was empowered to test and certify drugs before they were sold to the public.

Federal Trade Commission Act

Passed by the U.S. Congress in 1914, this law created the Federal Trade Commission (FTC) to investigate unfair business practices. It required corporations to furnish periodic reports to make sure they were not engaged in unfair business practices.
Federal Reserve Act

Passed by the U.S. Congress in 1913, this law resulted in a major reform of American banking. It created a Federal Reserve System including a Federal Reserve Board to regulate the availability of credit and to control the nation’s money supply.

16th Amendment

High tariffs on imported goods were the primary source of revenue for the U.S. government. Some argued that this put a burden on the less affluent and was also unsound economic policy. In 1894, Congress passed a federal income tax law, which was declared unconstitutional in 1895 case, Pollack v. Farmers Loan and Trust Company. Added to the U.S. Constitution, this Amendment overruled that decision by authorizing the U.S. Congress to levy and collect an income tax.

Antiquities Act

Signed into law in 1906 by Teddy Roosevelt, this legislation allowed the President of the U.S. to establish “historic landmarks, historic and prehistoric structures, and other objects of historic or scientific interest” as national monuments. Roosevelt began to identify historic landmarks, etc. during his presidency. One of these was the Grand Canyon.
Newlands Reclamation Act

Passed by the U.S. Congress in 1902, this law supported conservation as well as agricultural development by utilizing money from the sale of public land to build public works projects such as dams and irrigation systems.

POLITICAL

ECONOMIC

SOCIAL
Describe how the relationship changed between the federal government and private business with the anti-trust acts and the Pure Food and Drug Act. | Which reform do you feel made the most significant change from each category of reforms?

Which three reforms do you feel made the most change in the lives of Americans? | What are some potential problems with the reforms that were made in the Progressive Era?
Progressive Era Scenarios

Directions: For each of the following current situations, indicate which Progressive Era reform would apply.

1. In South Dakota voters rejected a ballot measure that would have banned nearly all abortions in the state.

2. The United States government charged that Microsoft possesses a monopoly power in the market for personal computer operating systems.

3. In 2004 all food containing a protein that came from peanuts, soybeans, cow’s milk, eggs, or tree nuts were required to contain a label indicating that these food allergens were in the product.

4. In 2003 an infected cow from a farm in Washington had been slaughtered two weeks before and the meat and byproducts from the animal may have been used to make hamburgers and steaks.

5. Americans are required to file their tax returns by April 15 of each year.

6. In 2003, California voters removed the Democratic Governor Gray Davis and replaced him with Republican Arnold Schwarzenegger.

7. Alan Greenspan helped to influence mortgage rates to help stabilize the economy.

8. Residents of Frisco, Texas wanted to allow the sale of beer and wine in the city limits. They had voters sign petitions to get this issue on the ballot.