

AP TERMS TO KNOW Identify and explain the significance of each term below.

Key Concepts and Events

Pendleton Act (p. 589)	<i>Lochner v. New York</i> (p. 602)	National Child Labor Committee (p. 606)	Industrial Workers of the World (p. 607)
Sherman Antitrust Act (p. 593)	Hepburn Act (p. 604)	<i>Muller v. Oregon</i> (p. 606)	New Nationalism (p. 608)
Lodge Bill (p. 593)	Standard Oil decision (p. 604)	mothers' pensions (p. 606)	Federal Reserve Act (p. 610)
Omaha Platform (p. 594)	Newlands Reclamation Act (p. 604)	talented tenth (p. 607)	Clayton Antitrust Act (p. 610)
free silver (p. 599)	Wisconsin Idea (p. 605)	National Association for the Advancement of Colored People (NAACP) (p. 607)	

Key People

Mary E. Lease (p. 586)	Theodore Roosevelt (p. 603)	Louis Brandeis (p. 606)	Eugene V. Debs (p. 609)
William Jennings Bryan (p. 601)	Robert La Follette (p. 605)	W. E. B. Du Bois (p. 607)	

Key Academic Terms

reconstitute (p. 600)	abhor (p. 600)	collusion (p. 604)	syndicalism (p. 607)
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MAKING CONNECTIONS Recognize the larger developments and continuities within and across chapters by answering these questions.

1. Returning to Chapter 16, review the strategies and goals of the labor and agrarian organizations that flourished in the 1870s and 1880s. The People's Party embodied many of those ideas. Imagine that you are a journalist interviewing a former People's Party leader in 1917. To what extent might he or she have said that progressives had, after 1900, fulfilled the agrarian-labor agenda? To what extent might he or she criticize progressives for failing to achieve important reforms? What do you conclude from this about the similarities and differences of populism and progressivism?
2. Compare the economic policies implemented by Republicans during the Civil War (Chapters 13 and 15) with the policies adopted in the Progressive Era. What were the main goals of legislators and presidents in each period? In what ways did those goals overlap? To what extent did progressive leaders seek to remedy limitations or problems that emerged as a result of the Civil War-era legislation?

KEY TURNING POINTS Refer to the chapter chronology on page 588 for help in answering the questions below.

Theodore Roosevelt and Woodrow Wilson both became president under unusual circumstances: Roosevelt after the assassination of William McKinley, and Wilson in a four-way race, in which the candidate of the previously dominant Republican Party came in third. How important was each

man's arrival in the White House, based on events that occurred during their presidencies? Which events might have happened anyway, even if Roosevelt and Wilson had not served as chief executive? What does this suggest about the significance of the presidency during the Progressive Era?

AP PRACTICE QUESTIONS**MULTIPLE CHOICE QUESTIONS** Choose the correct answer for each question.

Questions 1–3 refer to the excerpt below.

“This is a nation of inconsistencies. . . . We fought England for our liberty and put chains on four million blacks. We wiped out slavery and by our tariff laws and national banks began a system of white wage slavery worse than the first.

Wall Street owns the country. It is no longer a government of the people, by the people, and for the people, but a government of Wall Street, by Wall Street, and for Wall Street. . . .

Tariff is not the paramount question. The main question is the money question. . . . Kansas now suffers from two great robbers, the Santa Fe Railroad and the loan companies. The common people are robbed to enrich their masters. . . .

We want money, land and transportation. We want the abolition of national banks, and we want the power to make loans from the government. We want the accursed foreclosure system wiped out.”

Speech by Mary Elizabeth Lease, political activist, 1890

- A supporter of the ideas Lease expressed in the excerpt would most likely also have supported
 - a stronger governmental role in regulating the American economic system.
 - ideas such as the Gospel of Wealth.
 - laissez-faire economic policies as pathways to growth in the long run.
 - increased sharecropping and tenant farming.
- The ideas expressed in the excerpt had the most in common with the ideas of which of the following groups?
 - Social Darwinists in the late nineteenth century
 - The union movement of the 1930s
 - Conservatives in the 1980s
 - Jacksonian Democrats in the 1830s
- The ideas expressed in the excerpt resulted most directly from
 - public debates over assimilation.
 - corporate consolidation in agricultural markets.
 - battles between labor and management over wages and working conditions.
 - the promotion of the idea of a “New South.”

Questions 4–6 refer to the excerpt below.

“The mechanism of modern business is so delicate that extreme care must be taken not to interfere with it in a spirit of rashness or ignorance. Many of those who have made it their vocation to denounce the great industrial combinations which are popularly . . . known as ‘trusts’ appeal precisely to hatred and fear. . . .

. . . [Y]et it is also true that there are real and grave evils . . . and a resolute and practical effort must be made to correct these evils.

There is a widespread conviction in the minds of the American people that the great corporations known as trusts are in certain of their features and tendencies hurtful to the general welfare. This . . . is based upon sincere conviction that combination and concentration should be, not prohibited, but supervised and within reasonable limits controlled; and in my judgment this conviction, is right.”

Theodore Roosevelt, Message to Congress, December 3, 1901

- The Roosevelt administration most directly acted upon the beliefs expressed in the passage through
 - resolving the Anthracite Coal Strike.
 - creating the Federal Trade Commission.
 - supporting reduced federal rates.
 - approving the corporate merger that created the United States Steel Corporation.
- The ideas Theodore Roosevelt expressed in the excerpt share the greatest similarity to the ideas used to
 - pass Federalist economic programs in the 1790s.
 - enact New Deal legislation in the 1930s.
 - support Great Society legislation in the 1960s.
 - endorse free-trade agreements in the 1990s.
- The ideas Theodore Roosevelt expressed about regulation in the excerpt show the greatest extent of similarity to the ideas of
 - the Marshall Court of 1800 to the 1820s.
 - Whigs favoring the national bank in the 1830s.
 - laissez-faire economists in the 1880s.
 - the federal legislature in the 1890s.

SHORT ANSWER QUESTIONS Read each question carefully and write a short response. Use complete sentences.

“When was the Progressive Era exactly?” my students ask. Roughly during the first two decades of the twentieth century, I tell them. . . . Some historians still use 1900 as a starting date, although more recently 1890 has become popular. . . . From the perspective of women progressives, however, these boundaries need to be much more fluid. . . . The women who founded social settlements in the 1880s, along with the temperance and suffrage campaigners, comprise a group of American citizens active in conceptualizing progressive reform long before the presumed dawn of progressivism.”

Elisabeth Israels Perry, “Men Are from the Gilded Age, Women Are from the Progressive Era,” 2002

“Millions of freedmen, immigrants, students, workers, artists, intellectuals, and reformers believed that post-Civil War America offered a chance to start anew. . . . Many Americans worked energetically between 1865 and 1900 to purify politics, restrict the power of big business, and fight injustice. Those decades witnessed the first march on Washington, the first federal welfare programs, the first elections in which women and black men voted for president, and the first national park in the world. At the same time, problems that plagued the so-called Gilded Age continued and even intensified during the so-called Progressive Era.”

Rebecca Edwards, *New Spirits: Americans in the “Gilded Age,” 1865–1905*, 2015

1. Using the two excerpts above, answer (a), (b), and (c).
 - a. Briefly explain ONE major difference between Perry’s and Edwards’s historical interpretations of the late nineteenth and early twentieth centuries.
 - b. Briefly explain how ONE specific historical event or development not directly mentioned in the excerpts could be used to support Perry’s argument.
 - c. Briefly explain how ONE specific historical event or development not directly mentioned in the excerpts could be used to support Edwards’s argument.

2. Answer (a), (b), and (c).
 - a. Briefly explain ONE important historical difference between economic reforms sought by the Populists and the Progressives.
 - b. Briefly explain ONE important similarity between the economic reforms sought by the Populists and the Progressives.
 - c. Briefly explain ONE important historical factor that accounts for the similarity OR difference between the economic reforms sought by the Populists and the Progressives.

3. Answer (a), (b), and (c).
 - a. Briefly explain why ONE of the following was the most significant factor contributing to political unrest between 1880 and 1917.
 - Monetary policy
 - Race relations
 - Economic inequality
 - b. Provide ONE specific historical example to support your argument in (a).
 - c. Provide specific evidence why ONE of the other options is a less significant factor contributing to political unrest between 1880 and 1917.