

Have We Stopped Progressing?



Which will the voters of the Keystone State choose?. Theodore Roosevelt Inaugural National Historic Site.

<https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o286780>. Theodore Roosevelt Digital Library. Dickinson State University.

Supporting Questions

SQ 1: Have times changed?

SQ 2: Have we progressed economically?

SQ 3: Have we progressed socially?

SQ 4: Have we progressed politically?

11th Grade United States History Inquiry

Have We Stopped Progressing?	
Standards and Content	11.5 b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.
Staging the Compelling Question	Split the classroom into two halves, with one group identifying what they believe to be economic, political, and social challenges the United States faced 100 years ago, and the other group identifying challenges of the same nature that exist in the modern United States.

Supporting Question 1
Have times changed?
Formative Performance Task
Students will gather information from the provided primary and secondary sources to record what problems existed during the early 20 th century, what attempts were made to solve these problems, and what were the results of these attempts. Students will then perform the same task with modern challenges of their choice with the United States.
Featured Sources
<p>Source A: Overview of the rise of industrial America from the Library of Congress</p> <p>Source B: Article “A Suggestive Incident” (1902)</p> <p>Source C: Political Cartoon “The Tournament of Today - A Set-to Between Labor and Monopoly” (1883)</p> <p>Source D: Political Cartoon “Next!” (1904)</p> <p>Source E: Political Cartoon “The Broncho Buster at Work” (1902)</p> <p>Source F: Theodore</p>

Supporting Question 2
Have we progressed economically?
Formative Performance Task
Students will use the sources provided to take a closer look at the economic challenges of labor, worker union, prohibition (substances), and poverty during the start of the 20th century. Just as they did the previous Performance Task, they must use the information gathered to complete one of the charts of their Situation Sheet before looking at modern day economic issues of their choice, and use the information gathered to complete a second chart.
Featured Sources
<p>Source A: Library of Congress article “Prohibition: A Case Study of Progressive Reform”</p> <p>Source B: Library of Congress article “Work in the Late 19th Century”</p> <p>Source C: Library of Congress article “Cities During the Progressive Era”</p> <p>Source D: Photograph “Baxter Street Alley in Mulberry Bend” (1888/89)</p> <p>Source E: Photograph “Street Arabs in ‘sleeping quarters’” (1888)</p> <p>Source F: Photograph</p>

Supporting Question 3
Have we progressed socially?
Formative Performance Task
Students will take a look at the social challenges presented by women’s suffrage, immigration, and racial inequality during the early 19 th century and record their findings onto their Situation Sheet. Afterwards, they will then research modern examples of these three challenges.
Featured Sources
<p>Source A: Library of Congress article “Women’s Suffrage in the Progressive Era”</p> <p>Source B: Library of Congress article “Immigration to the United States, 1851-1900”</p> <p>Source C: “Before Ebola, Ellis Island’s Terrifying Medical Inspections”, by Dr. Markel</p> <p>Source D: News Article, “Against Negro Vote” (1919)</p> <p>Source E: “How Teddy</p>

Supporting Question 4
Have we progressed politically?
Formative Performance Task
Students will utilize the sources to analyze the challenges presented by the United States’ foreign and domestic political affairs. Their gathered data will be recorded on the Situation before they select two modern political challenges facing the United States to analyze
Featured Sources
<p>Source A: A History of the United State - 4.1 National Politics during the Progressive Era</p> <p>Source B: Political Cartoon “Politics” (1908-1916?)</p> <p>Source C: Letter from Secretary of Theodore Roosevelt to John R. Marine (1912)</p> <p>Source D: Letter from Theodore Roosevelt to Medill McCormick (1915)</p>

C3 TEACHERS

<p>Roosevelt’s at Fitchburg, Massachusetts (19012-1909?)</p> <p>Source G: How Gilded Age Corruption Led to the Progressive Era, Cristopher Klein (2021)</p>	<p>“Necktie workshop in a Division Street tenement” (1889)</p> <p>Source G: Photograph “Family in poverty gap, N.Y.C. tenement room” (1889)</p> <p>Source H: Letter from Theodore Roosevelt to William H. Taft (1908)</p> <p>Source I: Teddy Roosevelt Center Article “Theodore Roosevelt and Labor Reform”</p> <p>Source J: Letter from Theodore Roosevelt to Thomas J. Dolan (1907)</p> <p>Source K: “Theodore Roosevelt: Domestic Affairs”, by Sidney Mikis – Excerpt</p>	<p>Roosevelt’s Belief in a Racial Hierarchy Shaped His Policies”, Christopher Klein</p> <p>Source F: Letter from Theodore Roosevelt to Albion W. Tourgee (1901)</p> <p>Source G: Theodore Roosevelt speech, “Lincoln and the Race Problem” – Excerpt</p> <p>Source H: Letter from Theodore Roosevelt to Jeanne de Finey (1904)</p>	
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<p>Summative Performance Task</p>	<p>ARGUMENT: Construct an evidence based argument utilizing the findings of the previous Formative Performance Tasks in addition to credible outside resources independently found during this portion of the IDM to answer the question “Has the US stopped progressing?”. Their argument must be constructed as an argumentative evidence-based essay that includes at least six properly cited sources.</p> <p>EXTENSION: There will be a presentation/debate within the classroom which addresses the question “Have we stopped progressing?” This presentation can be constructed in whichever medium of your choice, just so long as it is accessible and presentable. Examples include PowerPoint, posters, and video recording.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Take a closer look at an issue currently prevalent within your own or a nearby community.</p> <p>ASSESS: Analyze the issue and research how it has existed within the past, how it has changed or persisted within that community, how that issue has been present within the greater US, and how the modern attempts to address the issue compares to those made in the past.</p> <p>ACT: Make your research publicly accessible. This can be done through creating a visual presentation of your findings and presenting it at your school or local community, submitting it as a written address to local leaders and media, as well as submitting it to historical sites within the community.</p>

**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

Overview

Inquiry Description

This inquiry leads students through an investigation of key social, political, and economic challenges which defined the shaping the United States during first decades of the 20th century and in the modern day.

This this inquiry highlights the following additional standards:

- 11.5 a: New technologies and economic models created rapid industrial growth and transformed the United States.
- 11.5 b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.
- 11.6 a: In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world.

It is important to note that this inquiry requires prerequisite knowledge of American Reconstruction and early developments of the US Industrial Revolution

Note: This inquiry is expected to take ten to fifteen four 50-minute class periods. These includes two to three days for each Formative Task, two to three days for the for the Summative Performance Task and following presentation. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question students will be taking a closer look into enduring challenges within United States culture such as poverty, discrimination, and political authority. This will provide students with an understanding of the Industrial and Progressive Era of the United States, as well as how many of the trends of challenges of the time period persist into, and continue to shape, the United States in the modern world.

Staging the Compelling Question

In staging the compelling question, split students into two groups. Each group will be given a worksheet in which they must list political, social, and economic issues; there will also be a small section for students to note down “other” issues which they might believe falls beyond those three classification. One group will be tasked with listing and explaining problems they believe existed in US society over 100 years ago, and the other group will do the same for issues they believe to exist today. After being given a fair amount of time to perform this task, depending upon the teacher, both groups will then share and discuss their work.

Anticipated issues that students will include in their work are poverty, unemployment, the United States’ role in the world, and conflict between different groups. It should become apparent that many of the issues that appear in the modern day also dat back to the Progressive Era. So, the question stands; have we stopped progressing?

Worksheet Example

Name: _____ Class: _____ Date: _____ Problems of the [Past or Present]

<u>Political</u>	<u>Social</u>
<u>Economic</u>	<u>Other</u>

Supporting Question 1

The first supporting question— Have times changed?

For this formative task, students must utilize the sources provided to identify and explain the historical context that led to the Trustbusting, the details of Teddy Roosevelt's actions, and the effects that the reforms had on the US. This information must be placed within one of the charts of their Situation Sheet, labeled as "Time Period [Early 20th Century]". Afterwards, students will label the chart on the other side of the worksheet as "Time Period [Modern]". They will then take a look at a modern challenge of their choice that is comparable to those they've recently analyzed, and perform the same task of filling the Situation Sheet with the information they gather.

Teachers may implement this task with the following procedures:

- Sourcing the documents so students identify the creator and purpose of the document/source
- Contextualizing and Close Reading Strategies
- Source Evaluation
- Image Analysis Strategies
- Utilization of Background Knowledge
- Silent Reading Strategies
- Collaboration with one or more students
- Note Taking and Information Recording Strategies

The scaffolds and other materials may be used to support students as they work with sources:

- Annotated text
- Situation Chart Worksheets

The following sources were selected to provide students with an understanding of the predominant political, social, and economic landscape of the time period they will be engaged with over the course of this inquiry.

- **Featured Source A:** Overview of the rise of industrial America from the Library of Congress
- **Featured Source B:** Article "A Suggestive Incident" (1902)
- **Featured Source C:** Political Cartoon "The Tournament of Today - A Set-to Between Labor and Monopoly" (1883)
- **Featured Source D:** Political Cartoon "Next!" (1904)
- **Featured Source E:** Political Cartoon "The Broncho Buster at Work" (1902)
- **Featured Source F:** Theodore Roosevelt's at Fitchburg, Massachusetts (19012-1909?)
- **Featured Source G:** How Gilded Age Corruption Led to the Progressive Era, Christopher Klein (2021)

SQ1: Featured Source A

[Library of Congress: Rise of Industrial America - Overview](#)

In the decades following the Civil War, the United States emerged as an industrial giant. Old industries expanded and many new ones, including petroleum refining, steel manufacturing, and electrical power, emerged. Railroads expanded significantly, bringing even remote parts of the country into a national market economy.

Industrial growth transformed American society. It produced a new class of wealthy industrialists and a prosperous middle class. It also produced a vastly expanded blue collar working class. The labor force that made industrialization possible was made up of millions of newly arrived immigrants and even larger numbers of migrants from rural areas. American society became more diverse than ever before.

Not everyone shared in the economic prosperity of this period. Many workers were typically unemployed at least part of the year, and their wages were relatively low when they did work. This situation led many workers to support and join labor unions. Meanwhile, farmers also faced hard times as technology and increasing production led to more competition and falling prices for farm products. Hard times on farms led many young people to move to the city in search of better job opportunities.

Americans who were born in the 1840s and 1850s would experience enormous changes in their lifetimes. Some of these changes resulted from a sweeping technological revolution. Their major source of light, for example, would change from candles, to kerosene lamps, and then to electric light bulbs. They would see their transportation evolve from walking and horse power to steam-powered locomotives, to electric trolley cars, to gasoline-powered automobiles. Born into a society in which the vast majority of people were involved in agriculture, they experienced an industrial revolution that radically changed the ways millions of people worked and where they lived. They would experience the migration of millions of people from rural America to the nation's rapidly growing cities.

“Overview : Rise of Industrial America, 1876-1900: U.S. History Primary Source Timeline: Classroom Materials at the Library of Congress: Library of Congress.” The Library of Congress. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/overview/>.

SQ1: Featured Source B

A Suggestive Incident, Tuscan Citizen

A SUGGESTIVE INCIDENT.

A rather instructive circumstance recently presented itself in connection with the American tin plate industry. The American Tin Plate company asked its employes to submit to a 25 per cent reduction in their wages. This demand was based upon the desire of that concern to secure the patronage of the Standard Oil company, the largest consumer of tin plate in the United States. The Standard Oil company finds itself in a position to supply itself with the necessary tin plate by importation, notwithstanding the tariff, at rates more favorable than can be had by patronizing home industry. This is due to the fact that the Standard Oil company, after paying its tariff of \$1.40 per box on tin plate, receives under the Dingley law a rebate of 99 per cent when the tin which it purchases is used in exporting American oil to foreign markets. The tariff on tin plate, it will be seen, was meant only to bleed the ordinary consumer, a special provision being inserted in the law to exempt the great Standard Oil monopoly from any of its onerous provisions. The Republican party, with its usual care, protected the monopoly at the expense of the consumer. *

But the incident reveals an economic situation, abnormal in character, called into existence by the system of special privileges represented by the tariff. The American tin plate industry has reached its present proportions through a system of government bounties unparalleled in extent. Yet the corporate beneficiary of these bounties finds itself unable to control the market which has thus been safeguarded to it through governmental intervention, because a greater monopoly, the Standard Oil company, had to be taken care of specially. And now it comes about that the tin plate trust, having exhausted the possibilities of government aid, because the Standard Oil monopoly can not be hurt, turns to its employes asking them to further supplement the arbitrary advantage which it receives through the tariff, in order to save it from competition.

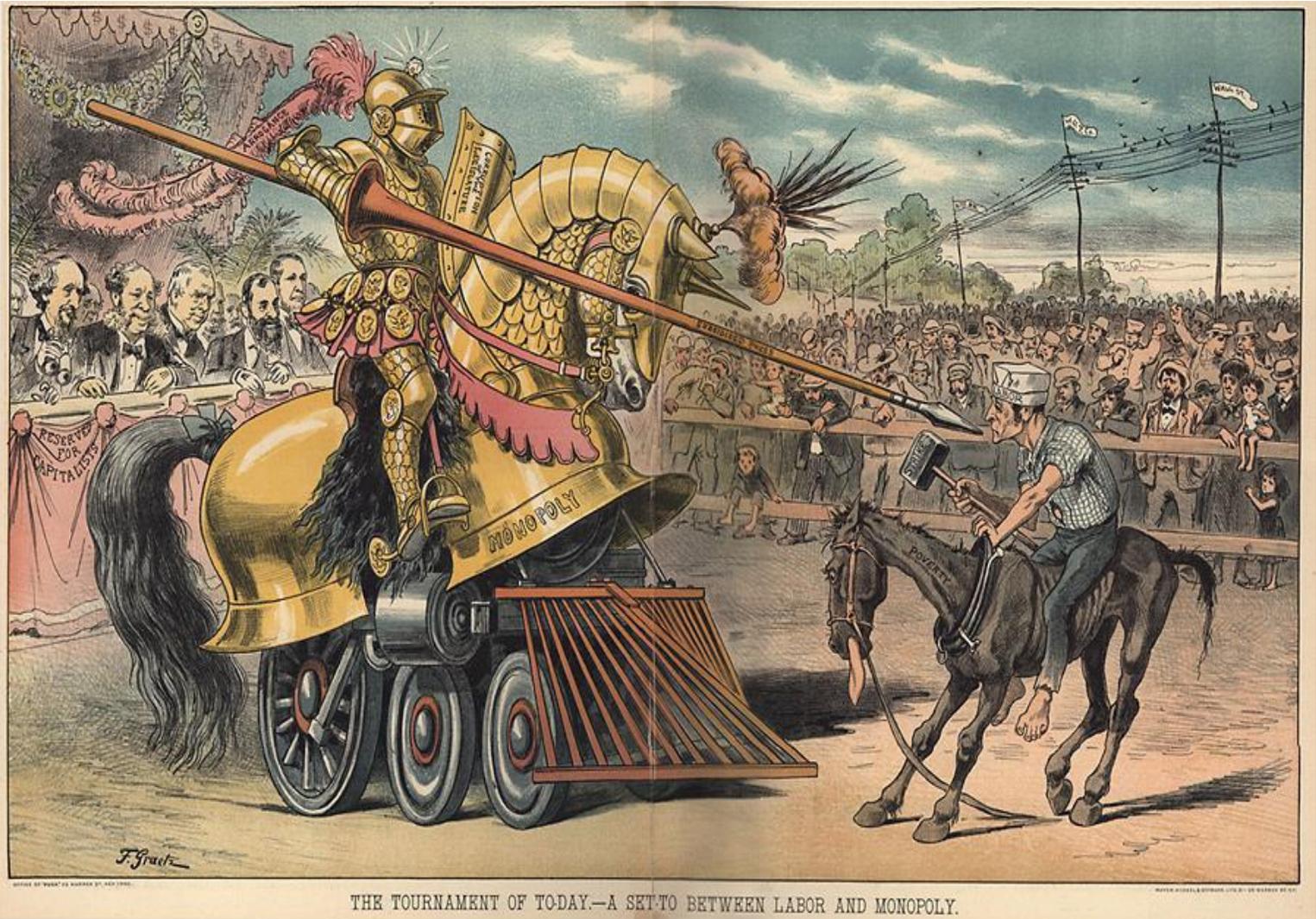
How long will the American people consent to witness such exhibitions as this before they make their servants in office understand that they will no longer continue to pay enormous taxes for the maintenance of monopolies of the character of the tin plate trust? Is not the fact that the Standard Oil company has 99 per cent the best of the ordinary consumer of tin rather enlightening? It is all right to rob the ordinary consumer, but one monopoly can not be robbed for the benefit of another.

The Tucson citizen. (Tucson, AZ), Aug. 22 1902. <https://www.loc.gov/item/sn84020674/1902-08-22/ed-1/>

SQ1: Featured Source C

"The Tournament of Today - A Set-to Between Labor and Monopoly"

Background: This 1883 cartoon from the satirical magazine Puck imagines a medieval-style joust between working people and the industrialists and railroad owners who largely controlled the U.S. economy in the late nineteenth century. The spectators in the section of the audience marked "Reserved for Capitalists" include railroad company owners Jay Gould and William Henry Vanderbilt.



F. Graetz, "The Tournament of Today - A Set-to Between Labor and Monopoly," chromolithograph, Puck, 1 August 1883, available from Georgia State University Library,

<http://www.library.gsu.edu/spcoll/pages/pages.asp?ldID=105&guideID=510&ID=4223>

SQ1: Featured Source D

“Next!”

Background: Illustration shows a "Standard Oil" storage tank as an octopus with many tentacles wrapped around the steel, copper, and shipping industries, as well as a state house, the U.S. Capitol, and one tentacle reaching for the White House.



Keppler, Udo J., Artist. Next!. , 1904. N.Y.: J. Ottmann Lith. Co., Puck Bldg., September 7. Photograph.
<https://www.loc.gov/item/2001695241/>.

SQ1: Featured Source E

The Broncho Buster at Work

The broncho buster at work. Theodore Roosevelt Papers. Library of Congress Manuscript Division. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o274648>. Theodore Roosevelt Digital Library. Dickinson State University.

SQ1: Featured Source F

Extract of President Roosevelt's Speech at Fitchburg, Massachusetts

free space

If some of those who have seen causefer wonder in what I have said this fall on the subject of the great corporations, which are popularly, although with technical inaccuracy, known as trusts, would take the trouble to read my messages when I was Governor, what I said on the stump two years ago, and what I put into my first message to Congress, I think they would have been less astonished. I said nothing on the stump that I did not think I could make good, and I shall not hesitate now to take the position which I then advocated. I am even more anxious that you who hear what I say should think of it than that you should applaud it. I am not going to try to define with technical accuracy what ought to be meant when we speak of a trust. But if by trust we mean merely a big corporation, then I ask you to ponder the utter folly of the man who either in a spirit of rancor or in a spirit of folly says "destroy the trusts", without giving you an idea of what he means really to do. I will go with him if he says destroy the evil in the trusts, gladly (Applause). I will try to find out that evil, I will seek to apply remedies, which I have already outlined in other speeches. But if his policy, from whatever motive, whether hatred, fear, panic or just sheer ignorance, is to destroy the trusts in a way that will destroy all our prosperity,- No. Those men who advocate wild and foolish remedies which would be worse than the disease, are doing all in their power to perpetuate the evils against which they nominally war, because if we are brought face to face with the naked issue of either keeping or totally destroying a prosperity in which the majority share, but in which some share improperly, why as sensible men we must decide that it is a great deal better that some people should prosper too much than that no one should prosper enough. So that the man who advocates destroying the trusts by measures which would paralyze the industries of the country, is at best a quack and at worst an enemy to the republic.

Referring to the conditions which existed in 1893, the Presi-

dent said:

There was no trouble about anybody making too much money then. The trusts were down, but the trouble was that we were all of us down. Nothing but harm to the whole body politic can come from ignorant agitation, carried on partially against real evils, partially against imaginary evils, but in a spirit which would substitute for the real evils, evils just as real and infinitely greater. Those men if they should succeed could do nothing to bring about a solution of the great problems with which we are concerned. If they should destroy certain of the evils at the cost of overthrowing the well being of the entire country, it would mean merely that there would come a reaction in which they and their remedies would be hopelessly discredited. x x x x x

Now it does not do anybody any good, and it will do most of us a great deal of harm, to take steps which will check any proper growth in a corporation. We wish not to penalize but to reward a great captain of industry or the men banded together in a corporation who have the business forethought and energy necessary to build up a great industrial enterprise. Keep that in mind. A big corporation may be doing excellent work for the whole country and you want, above all things, when striving to get a plan which will prevent wrongdoing by a corporation which desires to do wrong, not at the same time to have a scheme which will interfere with a corporation doing well if that corporation is handling itself honestly and squarely. Now what I am saying ought to be treated as simple, elementary truths. The only reason it is necessary to say them at all is that apparently some people forget them. | I believe something can be done by national legislation. When I state that I ask you to note my words. I say I believe. It is not in my power to say I know. When I talk to you of my own executive duties I can tell you definitely what will and what will not be done. When I speak of the actions of anyone else I can only say that I believe something more can be done by national legislation. I believe it will be done. I think we can get laws which will measurably increase the power of the federal government over corporations;

but, gentlemen, I believe firmly that in the end there will have to be an amendment to the constitution of the nation conferring additional power upon the federal government to deal with corporations. To get that will be a matter of difficulty and a matter of time.

I want you to think of what I have said because it represents all of the sincerity and earnestness that I have, and I say to you here from this platform nothing that I have not already stated and nothing that I would not say at a private table with any of the biggest corporation managers in the land.

Extract of President Roosevelt's Speech at Fitchburg, Massachusetts. Theodore Roosevelt Papers. Library of Congress Manuscript Division. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o288770>. Theodore Roosevelt Digital Library. Dickinson State University.

SQ1: Featured Source G

How Gilded Age Corruption Led to the Progressive Era – Excerpt

“...Protected from foreign competition by high tariffs, American industrialists colluded to drive competitors out of business by creating monopolies and trusts in which groups of companies were controlled by single corporate boards. Political corruption ran amok during the Gilded Age as corporations bribed politicians to ensure government policies favored big businesses over workers. Graft fueled urban political machines, such as New York’s Tammany Hall, and the Whiskey Ring and Crédit Mobilier scandals revealed collusion by public officials and business leaders to defraud the federal government.

As the rich grew richer during the Gilded Age, the poor grew poorer. The great wealth accumulated by the “robber barons” came at the expense of the masses. By 1890, the wealthiest 1 percent of American families owned 51 percent of the country’s real and personal property, while the 44 percent at the bottom owned only 1.2 percent...

...Some historians point to the 1890s as the start of the Progressive Era, but the ascent of Theodore Roosevelt to the presidency after McKinley’s assassination marked its definitive arrival. Like the Populists, Progressives advocated democratic reforms and greater governmental regulation of the economy to temper the capitalistic excesses of the Gilded Age. Historian Richard Hofstadter wrote that the Progressive movement sought to “restore a type of economic individualism and political democracy that was widely believed to have existed earlier in America and to have been destroyed by the great corporation and the corrupt political machine.”

Unlike previous presidents, Roosevelt vigorously enforced the Sherman Antitrust Act to break up industrial behemoths. The “trust buster” was also the first president to threaten to use the army on behalf of labor in a 1902 coal miners’ strike. Roosevelt easily won re-election in 1904 campaigning on a “Square Deal” platform to control corporations, conserve natural resources and protect consumers.

Investigative journalists, writers and photographers spurred Progressive reforms by exposing corporate malfeasance and social injustice. These “muckrakers” included Ida Tarbell, whose investigation of Rockefeller led to the breakup of the Standard Oil Company monopoly. Upton Sinclair’s 1906 novel *The Jungle* about working conditions in the meatpacking industry sparked the passage of the Meat Inspection Act and Pure Food and Drug Act in 1906...”

Klein, Christopher. “How Gilded Age Corruption Led to the Progressive Era.” History.com, February 4, 2021. <https://www.history.com/news/gilded-age-progressive-era-reforms>.

Supporting Question 2

The second supporting question – Have we progressed Economically

The formative task will have students use the sources provided to take a closer look at the challenges of labor, worker union, prohibition (substances), and poverty during the start of the 20th century. Just as they did the previous Performance Task, they must use the information gathered to complete one of the charts of their Situation Sheet, with this chart being labeled as “Economic Challenges [Early 20th Century]”. Students must then complete the second chart on that sheet, which they will title “Economic Challenges [Modern]”. They will take a closer look at modern day economic issues of their choice, and use the information gathered to complete the chart.

Teachers may implement this task with the following procedures:

- Sourcing the documents so students identify the creator and purpose of the document/source
- Contextualizing and Close Reading Strategies
- Source Evaluation
- Image Analysis Strategies
- Utilization of Background Knowledge
- Silent Reading Strategies
- Collaboration with one or more students
- Note Taking and Information Recording Strategies

The scaffolds and other materials may be used to support students as they work with sources:

- Annotated text
- Situation Chart Worksheets

The following sources were selected to provide students with an understanding of the key economic challenges the United States faced during the late 19th and early 20th century, many of which still persist to the modern day.

- **Featured Source A:** Library of Congress article “Prohibition: A Case Study of Progressive Reform”
- **Featured Source B:** Library of Congress article “Work in the Late 19th Century”
- **Featured Source C:** Library of Congress article “Cities During the Progressive Era”
- **Featured Source D:** Photograph “Baxter Street Alley in Mulberry Bend” (1888/89)
- **Featured Source E:** Photograph “Street Arabs in ‘sleeping quarters’” (1888)
- **Featured Source F:** Photograph “Necktie workshop in a Division Street tenement” (1889)
- **Featured Source G:** Photograph “Family in poverty gap, N.Y.C. tenement room” (1889)
- **Featured Source H:** Letter from Theodore Roosevelt to William H. Taft (1908)
- **Featured Source I:** Teddy Roosevelt Center Article “Theodore Roosevelt and Labor Reform”
- **Featured Source J:** Letter from Theodore Roosevelt to Thomas J. Dolan (1907)
- **Featured Source K:** “Theodore Roosevelt: Domestic Affairs”, by Sidney Mikis – Excerpt

SQ2: Featured Source A

[Prohibition: A Case Study of Progressive Reform](#)

The temperance movement, discouraging the use of alcoholic beverages, had been active and influential in the United States since at least the 1830s. Since the use of alcohol was often associated with such social ills as poverty and insanity, temperance often went hand in hand with other reform movements. From the 1850s onward, the temperance movement focused much of its efforts on Irish and German immigrants.

Temperance advocates did not always emphasize prohibiting the consumption of alcohol. But by the late 19th century, they did. The prohibition movement achieved initial successes at the local and state levels. It was most successful in rural southern and western states, and less successful in more urban states. By the early 20th century, prohibition was a national movement.

Prohibition exhibited many of the characteristics of most progressive reforms. That is, it was concerned with the moral fabric of society; it was supported primarily by the middle classes; and it was aimed at controlling the "interests" (liquor distillers) and their connections with venal and corrupt politicians in city, state, and national governments. Still, it was not until U.S. entry into the Great War that prohibitionists were able to secure enactment of national legislation. In 1918, Congress passed the 18th Amendment to the Constitution, prohibiting the manufacture, transportation, and sale of alcoholic beverages. States ratified the Amendment the next year.

Herbert Hoover called prohibition a "noble experiment," but the effort to regulate people's behavior soon ran into trouble. Enforcement of prohibition became very difficult. Soon, such terms as "bootlegger," "bath tub gin," and "speakeasy" became household words. Gangs of hoodlums became more powerful as they trafficked in alcohol. By the 1930s, a majority of Americans had tired of the noble experiment, and the 18th Amendment was repealed.

"Prohibition: A Case Study of Progressive Reform ." The Library of Congress. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/progressive-era-to-new-era-1900-1929/prohibition-case-study-of-progressive-reform/>.

SQ2: Featured Source B

Work in the Late 19th Century

The late 19th-century United States is probably best known for the vast expansion of its industrial plant and output. At the heart of these huge increases was the mass production of goods by machines. This process was first introduced and perfected by British textile manufacturers.

In the century since such mechanization had begun, machines had replaced highly skilled craftspeople in one industry after another. By the 1870s, machines were knitting stockings and stitching shirts and dresses, cutting and stitching leather for shoes, and producing nails by the millions. By reducing labor costs, such machines not only reduced manufacturing costs but lowered prices manufacturers charged consumers. In short, machine production created a growing abundance of products at cheaper prices.

Mechanization also had less desirable effects. For one, machines changed the way people worked. Skilled craftspeople of earlier days had the satisfaction of seeing a product through from beginning to end. When they saw a knife, or barrel, or shirt or dress, they had a sense of accomplishment. Machines, on the other hand, tended to subdivide production down into many small repetitive tasks with workers often doing only a single task. The pace of work usually became faster and faster; work was often performed in factories built to house the machines. Finally, factory managers began to enforce an industrial discipline, forcing workers to work set hours which were often very long.

One result of mechanization and factory production was the growing attractiveness of labor organization. To be sure, craft guilds had been around a long time. Now, however, there were increasing reasons for workers to join labor unions. Such labor unions were not notably successful in organizing large numbers of workers in the late 19th century. Still, unions were able to organize a variety of strikes and other work stoppages that served to publicize their grievances about working conditions and wages. Even so, labor unions did not gain even close to equal footing with businesses and industries until the economic chaos of the 1930s.

“Work In the Late 19th Century .” The Library of Congress. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/work-in-late-19th-century/>.

SQ2: Featured Source C

Cities During the Progressive Era

In the early 1900s, the United States entered a period of peace, prosperity, and progress. In the nation's growing cities, factory output grew, small businesses flourished, and incomes rose. As the promise of jobs and higher wages attracted more and more people into the cities, the U.S. began to shift to a nation of city dwellers. By 1900, 30 million people, or 30 percent of the total population, lived in cities.

The mass migration of people into the cities enriched some people but caused severe problems for others. For the emerging middle class, benefiting from growing incomes and increases in leisure time, the expanding city offered many advantages. Department stores, chain stores, and shopping centers emerged to meet the growing demand for material goods. Parks, amusement parks, and baseball stadiums were built to meet aesthetic and recreational needs. Transportation systems improved, as did the general infrastructure, better meeting the increased needs of the middle and upper class city dwellers.

Thousands of poor people also lived in the cities. Lured by the promise of prosperity, many rural families and immigrants from throughout the world arrived in the cities to work in the factories. It is estimated that by 1904 one in three people living in the cities was close to starving to death. For many of the urban poor, living in the city resulted in a decreased quality of life. With few city services to rely upon, the working class lived daily with overcrowding, inadequate water facilities, unpaved streets, and disease. Lagging far behind the middle class, working class wages provided little more than subsistence living and few, if any, opportunities for movement out of the city slums.

“Cities During the Progressive Era.” The Library of Congress. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/progressive-era-to-new-era-1900-1929/cities-during-progressive-era/>.

SQ2: Featured Source D

Baxter Street Alley in Mulberry Bend



Riis, Jacob A, photographer. Baxter Street Alley in Mulberry Bend. , ca. 1888. [or 1889] Photograph.
<https://www.loc.gov/item/2002710255/>.

SQ2: Featured Source E

Street Arabs in "Sleeping Quarters"



Riis, Jacob A, photographer. Street Arabs in "sleeping quarters". New York, ca. 1888. [Printed Later] Photograph. <https://www.loc.gov/item/2002710294/>.

SQ2: Featured Source F

[Necktie Workshop In a Division Street Tenement](#)



Riis, Jacob A, photographer. Necktie workshop in a Division Street tenement. New York, ca. 1889. Photograph. <https://www.loc.gov/item/2002710291/>.

SQ2: Featured Source G

[Family In Poverty Gap, N.Y.C. Tenement Room](#)



Riis, Jacob A, photographer. Family in poverty gap, N.Y.C. tenement room. , ca. 1889. Photograph.
<https://www.loc.gov/item/2002710281/>.

SQ2: Featured Source H

Letter from Theodore Roosevelt to William H. Taft

Oyster Bay, N.Y.,
July 18, 1908.

Dear Will:

I have your note of the 14th, enclosing copy of your second letter to D. D. Thompson. Of course your position is absolutely sound. If ever there was a wicked attitude it is that of those fantastic extremists who advocate a law so drastic that it can not be enforced, knowing perfectly well that lawlessness and contempt of the law follow. But as a mere matter of precaution I would be careful to put in your hearty sympathy with every effort to do away with the drink evil. You will hardly expect ^{any sort of} to be a prohibitionist crash, but such hideous misery does come from drink that I cordially sympathize with any successful effort to do away with it or minimize its effects. I think there are plenty of country districts where prohibition has worked well. I would accordingly favor the local option plan, which permits any district where the sentiment demands it to refuse to allow

liquor to be sold. But to pass prohibitory laws to govern localities where the sentiment does not sustain them is simply equivalent to allowing free liquor, plus license fees, and is the very worst possible way of solving the problem. My experience with prohibitionists, however, is that the best way to deal with them is to ignore them. I would not get drawn into any discussion with them under any circumstances. I would explain to Thompson for his private information the nonsense that the prohibitionists are talking; but also explain to him that you are not to be quoted in any way, as you do not wish to be drawn into any controversy, direct or indirect, in the matter.

Ever yours,

Theodore Roosevelt

Hon. William H. Taft,
Hot Springs, Virginia.

Letter from Theodore Roosevelt to William H. Taft. Theodore Roosevelt Papers. Library of Congress Manuscript Division. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o203335>. Theodore Roosevelt Digital Library. Dickinson State University.

SQ2: Featured Source I

Theodore Roosevelt and Labor Reform – Excerpt

...In 1882, the freshman New York state assemblyman Roosevelt met with labor leader Samuel Gompers, who was campaigning for a bill to ban cigar manufacturing in New York City tenement buildings. At first, Roosevelt opposed the bill (as did most if not all of his Republican colleagues), but he agreed to allow Gompers to take him on a tour of these tenements. Roosevelt was shocked by the horrific conditions under which cigar makers toiled, and personally lobbied for reform to New York Governor Grover Cleveland. The bill initially floundered, and later passed, but was ultimately found unconstitutional by the New York Supreme Court.

Roosevelt often developed his opinions by seeing how the other half lived, quite literally. His friend Jacob Riis, author of *How The Other Half Lives* (1890) worked with Roosevelt as Civil Service Commissioner and New York Police Commissioner to “witness first-hand the calamitous conditions affecting the poor.” Roosevelt had actually approached Riis rather than the other way around after reading his book. Many laws intended to help the working-class people of New York were passed thanks to the Roosevelt-Riis partnership....

...Practical reform was always at the forefront of Roosevelt’s political actions. As this relates to labor, he made it his mission to strike a balance between capital and labor, seeking to curb unrestrained avarice and exploitation on the one hand, and violent uprisings on the other. Early in his presidency, he began pushing for the creation of a Department of Commerce and Labor, and he continued to push for protective laws similar to those he had championed as Governor of New York.

One of the most significant episodes of Roosevelt’s first term as president was the Anthracite Coal Strike. Because George F. Baer (President of the Reading Railroad) and other industry leaders refused to negotiate working conditions, over 100,000 laborers under the leadership of John Mitchell and the United Mine Workers walked out in May of 1902. The strike went on for months, a coal shortage developed, and Roosevelt saw no choice but to intervene. But instead of using brute force, he instead chose to use the government as a third-party arbitrator...

...The Progressives’ need to serve the people can especially be seen in their campaigning for major labor reforms. Roosevelt and the Progressive Party were for workman’s compensation, the prohibition of child labor, and the elimination of the sweatshop. The Progressive Party platform included planks for health and safety standards and at least one day off per week. There were many planks for women’s labor as well – minimum wage standards, an eight-hour day, the prohibition of night work. They were against convict contract labor – an issue on which Roosevelt had voted the other way as a state assemblyman in New York. They even included an early form of social security and unemployment insurance...

Hansard, William. “Theodore Roosevelt and Labor Reform.” TR Center - Labor Reform, September 5, 2022. <https://www.theodorerooseveltcenter.org/Blog/Item/Labor%20Reform>.

SQ2: Featured Source J

Letter from Theodore Roosevelt to Thomas J. Dolan

April 29, 1907.

My dear Mr. Dolan:

No letter could have pleased me more than yours. You took just the ground that a good, sane, American citizen ought to take. I do not regard a man as fit to hold public office in America if he is not a staunch friend of labor; and personally I am not merely a friend of labor, but a strong friend of organized labor, a strong believer in unions; and the very fact that I believe with all my heart in the cause of the wage-worker and would do everything *legitimate* for him, makes me feel it incumbent on me to set my face like a flint against lawlessness and disorder and violence, and scrupulously to try to do real justice without regard to persons as between labor and capital, rich man and the man who is not so well off.

Let me repeat how much genuine pleasure your letter gave me.

Sincerely yours,

Theodore Roosevelt

Letter from Theodore Roosevelt to Thomas J. Dolan. Theodore Roosevelt Papers. Library of Congress Manuscript Division. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o199234>. Theodore Roosevelt Digital Library. Dickinson State University.

SQ2: Featured Source K

Theodore Roosevelt: Domestic Affairs – Excerpt**The Great Regulator**

One of Roosevelt's central beliefs was that the government had the right to regulate big business to protect the welfare of society. However, this idea was relatively untested. Although Congress had passed the Sherman Antitrust Act in 1890, former Presidents had only used it sparingly. So when the Department of Justice filed suit in early 1902 against the Northern Securities Company, it sent shockwaves through the business community. The suit alarmed the business community, which had hoped that Roosevelt would follow precedent and maintain a "hands-off" approach to the market economy. At issue was the claim that the Northern Securities Company—a giant railroad combination created by a syndicate of wealthy industrialists and financiers led by J. P. Morgan—violated the Sherman Antitrust Act because it was a monopoly. In 1904, the U.S. Supreme Court ruled in favor of the government and ordered the company dismantled. The high court's action was a major victory for the administration and put the business community on notice that although this was a Republican administration, it would not give business free rein to operate without regard for the public welfare...

Square Deal

Roosevelt believed that the government should use its resources to help achieve economic and social justice. When the country faced an anthracite coal shortage in the fall of 1902 because of a strike in Pennsylvania, the President thought he should intervene. As winter approached and heating shortages were imminent, he started to formulate ideas about how he could use the executive office to play a role—even though he did not have any official authority to negotiate an end to the strike. Roosevelt called both the mine owners and the representatives of labor together at the White House. When management refused to negotiate, he hatched a plan to force the two sides to talk: instead of sending federal troops to break the strike and force the miners back to work, TR threatened to use troops to seize the mines and run them as a federal operation. Faced with Roosevelt's plan, the owners and labor unions agreed to submit their cases to a commission and abide by its recommendations. Roosevelt called the settlement of the coal strike a "square deal," inferring that everyone gained fairly from the agreement. That term soon became synonymous with Roosevelt's domestic program. The Square Deal worked to balance competing interests to create a fair deal for all sides: labor and management, consumer and business, developer and conservationist. TR recognized that his program was not perfectly neutral because the government needed to intervene more actively on behalf of the general public to ensure economic opportunity for all. Roosevelt was the first President to name his domestic program and the practice soon became commonplace, with Woodrow Wilson's New Freedom, Franklin D. Roosevelt's New Deal, and Harry S. Truman's Fair Deal...

Milkis, Sidney. "Theodore Roosevelt: Domestic Affairs." Miller Center, August 28, 2023.

<https://millercenter.org/president/roosevelt/domestic-affairs>.

Supporting Question 3

The third supporting question— Have we progressed socially?

In this formative task, students will take a look at the social challenges presented by women’s suffrage, immigration, and racial inequality during the early 19th century; utilizing sources to identify the cause, context, and attempted solutions towards these challenges. The information gathered will be recorded onto their Situation Sheet, within a chart they shall label “Social Challenges [Early 20th Century]. Afterwards, they will then research modern examples of these three challenges and complete the Situation Chart they shall title “Social Challenges [Modern]”

Teachers may implement this task with the following procedures:

- Sourcing the documents so students identify the creator and purpose of the document/source
- Contextualizing and Close Reading Strategies
- Source Evaluation
- Image Analysis Strategies
- Utilization of Background Knowledge
- Silent Reading Strategies
- Collaboration with one or more students
- Note Taking and Information Recording Strategies

The scaffolds and other materials may be used to support students as they work with sources:

- Annotated text
- Situation Chart Worksheets

The following sources were selected to provide students with the opportunity to develop a better understanding of the key social challenges of the early 20th century and how many of these challenges mirror the ones we are still facing in our modern society.

- **Featured Source A:** Library of Congress article “Women's Suffrage in the Progressive Era”
- **Featured Source B:** Library of Congress article “Immigration to the United States, 1851-1900”
- **Featured Source C:** “Before Ebola, Ellis Island’s Terrifying Medical Inspections”, by Dr. Markel
- **Featured Source D:** News Article, “Against Negro Vote” (1919)
- **Featured Source E:** “How Teddy Roosevelt’s Belief in a Racial Hierarchy Shaped His Policies”, Christopher Klein
- **Featured Source F:** Letter from Theodore Roosevelt to Albion W. Tourgee (1901)
- **Featured Source G:** Theodore Roosevelt speech, “Lincoln and the Race Problem” – Excerpt
- **Featured Source H:** Letter from Theodore Roosevelt to Jeanne de Finey (1904)

SQ3: Featured Source A

Women's Suffrage in the Progressive Era

Immediately after the Civil War, Susan B. Anthony, a strong and outspoken advocate of women's rights, demanded that the Fourteenth Amendment include a guarantee of the vote for women as well as for African-American males. In 1869, Anthony and Elizabeth Cady Stanton founded the National Woman Suffrage Association. Later that year, Lucy Stone, Julia Ward Howe, and others formed the American Woman Suffrage Association. However, not until the passage of the Nineteenth Amendment in 1919 did women throughout the nation gain the right to vote.

During the late 1800s and early 1900s, women and women's organizations not only worked to gain the right to vote, they also worked for broad-based economic and political equality and for social reforms. Between 1880 and 1910, the number of women employed in the United States increased from 2.6 million to 7.8 million. Although women began to be employed in business and industry, the majority of better paying positions continued to go to men. At the turn of the century, 60 percent of all working women were employed as domestic servants. In the area of politics, women gained the right to control their earnings, own property, and, in the case of divorce, take custody of their children. By 1896, women had gained the right to vote in four states (Wyoming, Colorado, Idaho, and Utah). Women and women's organizations also worked on behalf of many social and reform issues. By the beginning of the new century, women's clubs in towns and cities across the nation were working to promote suffrage, better schools, the regulation of child labor, women in unions, and liquor prohibition.

Not all women believed in equality for the sexes. Women who upheld traditional gender roles argued that politics were improper for women. Some even insisted that voting might cause some women to "grow beards." The challenge to traditional roles represented by the struggle for political, economic, and social equality was as threatening to some women as it was to most men.

"Women's Suffrage in the Progressive Era ." The Library of Congress. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/progressive-era-to-new-era-1900-1929/womens-suffrage-in-progressive-era/>.

SQ3: Featured Source B

Immigration to the United States, 1851-1900

In the late 1800s, people in many parts of the world decided to leave their homes and immigrate to the United States. Fleeing crop failure, land and job shortages, rising taxes, and famine, many came to the U. S. because it was perceived as the land of economic opportunity. Others came seeking personal freedom or relief from political and religious persecution, and nearly 12 million immigrants arrived in the United States between 1870 and 1900. During the 1870s and 1880s, the vast majority of these people were from Germany, Ireland, and England - the principal sources of immigration before the Civil War. Even so, a relatively large group of Chinese immigrated to the United States between the start of the California gold rush in 1849 and 1882, when federal law stopped their immigration.

With the onset of hard economic times in the 1870s, European immigrants and Americans began to compete for the jobs traditionally reserved for the Chinese. With economic competition came dislike and even racial suspicion and hatred. Such feelings were accompanied by anti-Chinese riots and pressure, especially in California, for the exclusion of Chinese immigrants from the United States. The result of this pressure was the Chinese Exclusion Act, passed by Congress in 1882. This Act virtually ended Chinese immigration for nearly a century.

Immigrants entered the United States through several ports. Those from Europe generally came through East Coast facilities, while those from Asia generally entered through West Coast centers. More than 70 percent of all immigrants, however, entered through New York City, which came to be known as the "Golden Door." Throughout the late 1800s, most immigrants arriving in New York entered at the Castle Garden depot near the tip of Manhattan. In 1892, the federal government opened a new immigration processing center on Ellis Island in New York harbor.

Once settled, immigrants looked for work. There were never enough jobs, and employers often took advantage of the immigrants. Men were generally paid less than other workers, and women less than men. Social tensions were also part of the immigrant experience. Often stereotyped and discriminated against, many immigrants suffered verbal and physical abuse because they were "different." While large-scale immigration created many social tensions, it also produced a new vitality in the cities and states in which the immigrants settled. The newcomers helped transform American society and culture, demonstrating that diversity, as well as unity, is a source of national strength.

"Immigration to the United States, 1851-1900 ." The Library of Congress. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/immigration-to-united-states-1851-1900/>.

SQ3: Featured Source C

Before Ebola, Ellis Island's Terrifying Medical Inspections

...Noise is resoundingly absent at Ellis Island today. When tourists enter its Great Hall they can still see the large American flag hanging on the northern wall and, across the enormous chamber, the tall clerks' desks where thousands of passports were stamped daily, each with an echoing and resounding force. The more inquiring visitor may visit rooms off to the side where immigrants suspected of having an illness were subjected to intense medical scrutiny. Those deemed ill were confined to the Contagious Disease hospital, right next door — which after decades of neglect has been recently re-opened to the public. There was even a tiny courtroom where special hearings were held to decide a newcomer's fate. But so much more is missing from this curated and archived scene: the warren of cage-like fences, the rows and rows of benches filled to capacity with immigrants from all around the globe, and, of course, the clamorous din they produced.

Between 1885 and 1920, approximately 21,000,000 immigrants arrived in America. Roughly 75 percent of them entered through New York Bay and were processed at Ellis Island. When Ellis Island opened its doors in 1892, there were six physicians stationed to inspect the more than 200,000 immigrants who streamed through that year. By 1902, there were eight physicians examining more than 500,000 arrivals; by 1905, 16 doctors examined 900,000 immigrants. In 1916, there were 25 physicians and four inspection lines were running simultaneously. After hearing the details of this complex operation, Dr. Henry M. Hurd, the superintendent of the Johns Hopkins Hospital in Baltimore, worried aloud, “how can a physician inspect 2,000 persons as they should be in a couple of hours, when it sometimes takes a doctor twice that long to diagnose one patient?”

The medical inspection at Ellis Island began soon after the immigrants walked onto the island. After disembarking from the ferry that transported them from the steamships, they were told to carry their bags into the main building and up a long flight of steps. Those who had to stop in the middle of this path, clutching their chests in pain or resting because they were short of breath, were pulled aside to be inspected for evidence of chronic heart disease, such as atherosclerosis or damage from a long-ago bout of rheumatic fever, or lung problems.

This was hardly the end of their endurance test. As the immigrants carried their suitcases and trunks across the Great Hall, another physician was watching them closely to detect abnormalities in posture, muscular weakness, or a lame gait. Afterward, immigrants were instructed to turn at right angles so another physician could inspect both sides of their face for symmetry or defects, and the next for evidence of goiter. At another point, their vision was tested. Elsewhere, a stethoscope was placed on their chests to listen to their hearts and lungs. A sharp-eyed doctor would then inspect their nails, skin and scalp for fungal infections including the stubborn ringworm. Those who appeared “odd” or who could not follow directions (not a rare occasion given relatively few of these travelers spoke fluent or any English) were scrutinized for mental acuity and evidence of “psychopathic” tendencies.

“Most of all, every immigrant feared the uniformed U.S. Public Health Service doctor whose every word and action had the potential to instantly change their lives for the better or the worse.”

But it was the last examination that was the most feared: the doctor’s inspections of the eyelids and eyes for evidence of trachoma. A chronic infection of the eye, trachoma is now easily treated with a single dose of an antibiotic. Yet in the days before such medical miracles, trachoma was a chronic, scarring, and smoldering ordeal. Three out of four of its victims were left blind. The treatments of the day were brutal, requiring much painful surgery and months of corrosive chemical treatments, offering little guarantee of cure.

A host of “official photographs” documents how some of the doctors used a buttonhook to evert a patient’s eyelids. Others simply used their index fingers. When Theodore Roosevelt visited the French Renaissance, red-bricked facility in 1906, he wrote his secretary of commerce a note of concern over the fact that “the doctors made the examination with dirty hands and no pretense to clean their instruments.” This disgusting practice soon changed after orders were given for frequent hand washing and sterilization of all tools.

Between 1892 and 1924, the percentage of immigrants rejected for a medical condition, including psychiatric, chronic as well as infectious diseases, was miniscule, less than 1 percent. A small number of these immigrants were treated at the Ellis Island; even more were sent back to their native land at the expense of the steamship company that brought them to the New World. Still, every immigrant coming to Ellis Island knew someone, or someone who knew someone, who was sent back because they suffered from this or that disease. And most of all, every immigrant feared the uniformed U.S. Public Health Service doctor whose every word and action had the potential to instantly change their lives for the better or the worse.

Today, five major airports (Kennedy-New York, O’Hare-Chicago, Newark, Hartsfield-Atlanta and Dulles-Washington D.C.) receive 94 percent of all visitors from African nations. CDC quarantine officers are assigned to each of these airports at specially designated quarantine stations. These officers will question all visitors from Sierra Leone, Guinea, and Liberia about their health status and take their temperatures. Based on this information they will decide if further medical inspection is mandated. All of the travelers’ names and final destinations will be recorded in a registry. Those without fevers will be asked to check their temperatures on a daily basis for 21 days and report to a doctor immediately if they develop symptoms consistent with Ebola with a sheet of paper explaining their CDC encounter. Those who are discovered to be ill will be quickly admitted to an appropriate infectious disease-intensive care-isolation unit. Those who are without symptoms but with evidence of contact with someone with Ebola will be closely observed under a modern version of quarantine...

Markel, Dr. Howard. “Before Ebola, Ellis Island’s Terrifying Medical Inspections.” PBS, October 15, 2014. <https://www.pbs.org/newshour/health/october-15-1965-remembering-ellis-island>.

SQ3: Featured Source D

Against Negress Vote

Against Negress Vote. R. G. Pleasant, governor of Louisiana, is endeavoring to arouse sentiment in Southern states against the ratification of the 19th amendment to the U. S. constitution, which extends suffrage rights to women throughout the country on an equal basis with men. In telegrams to governors of Southern states asking them to oppose the proposed amendment he said in part: "The proposed 19th amendment to the federal constitution simply adds the word 'sex' to the 15th amendment. Our Southern states have been un-animously opposed to the 15th amendment and if we now ratify the 19th amendemnt we will be stopped from opposing the enactment of force bills by congress in aid of negro political equality, which will lead eventually to a struggle on their part for social and other equalities." Gov. Pleasant said that he would have the Southern states give the women the right to vote through the state constitutions and then vote solidly against the ratifications of the 19th amendment.

The Hartford herald. (Hartford, KY), Aug. 6 1919. <https://www.loc.gov/item/sn84037890/1919-08-06/ed-1/>.

SQ3: Featured Source E

[How Teddy Roosevelt's Belief in a Racial Hierarchy Shaped His Policies – Excerpts](#)**Roosevelt Believed Individual Self-Determination Was Possible**

Roosevelt maintained that although white men held firm at the top of the social hierarchy, “inferior” races could rise from their lower stations. “Roosevelt believed that individuals could learn positive traits within their lifetime and assumed racial mobility was within human control,” says Michael Patrick Cullinane, a history professor at London’s University of Roehampton and author of *Theodore Roosevelt's Ghost: The History and Memory of an American Icon*. But Roosevelt didn’t come to those ideas himself. According to Cullinane, his racial ideology drew on his readings of leading evolutionary theorists such as Jean-Baptiste Lamarck and Charles Darwin.

Roosevelt “admired individual achievement above all things,” wrote biographer Edmund Morris—which is why he became the first president to invite an African American to dine at the White House when he broke bread with Tuskegee Institution founder Booker T. Washington just weeks after his inauguration. “The only wise and honorable and Christian thing to do is to treat each Black man and each white man strictly on his merits as a man, giving him no more and no less than he shows himself worthy to have,” Roosevelt wrote of his meeting.

Roosevelt also defended Minnie Cox, the country’s first African American female postmaster, after she was driven out of Indianola, Mississippi, because of the color of her skin. He appointed Black Americans to prominent positions, such as his nomination of Dr. William Crum as customs collector in Charleston, South Carolina, which drew considerable political opposition and this presidential response: “I cannot consent to take the position that the door of hope—the door of opportunity—is to be shut upon any man, no matter how worthy, purely upon the grounds of race or color.”

He Took a Dimmer View of Racial Groups as a Whole

In spite of those words, though, Roosevelt hardly saw all Black Americans as equals. “As a race and in the mass they are altogether inferior to the whites,” he confided to a friend in a 1906 letter. Ten years later, he told Senator Henry Cabot Lodge that “the great majority of Negroes in the South are wholly unfit for the suffrage” and that giving them voting rights could “reduce parts of the South to the level of Haiti.”

Roosevelt also believed that Black men made poor soldiers. He denigrated the efforts of the buffalo soldiers who fought alongside his men at San Juan Hill during the Spanish-American War, falsely claiming that they ran away under fire. “Negro troops were shirkers in their duties and would only go as far as they were led by white officers,” he wrote. In reality, the buffalo soldiers served with distinction, and several men were officially recognized for their bravery. Twenty-six died on the slopes of San Juan Hill.

As for Native Americans, Roosevelt's considerable time spent ranching in the Dakota Territory only hardened his mindset toward them, years before he became president. "I don't go so far as to think that the only good Indian is the dead Indian," he said in 1886, "but I believe nine out of every ten are, and I shouldn't like to inquire too closely into the case of the tenth. The most vicious cowboy has more moral principle than the average Indian"...

Roosevelt's Views on Race Impacted Both His Domestic and Foreign Policies

...Roosevelt's attitudes toward race also had a direct impact on his foreign policy as president, says Cullinane: "Because he believed that white Anglo-Saxons had reached the pinnacle of social achievement, he thought they were in a position to teach the other peoples of the world who had failed to reach such heights. The United States would help tutor and uplift the Western Hemisphere."

That worldview formed the foundation of Roosevelt's vocal support of American imperialism, and in the White House he presided over an expanding overseas empire that included territories won in the Spanish-American War including Puerto Rico, Guam, Cuba and the Philippines. His Roosevelt Corollary to the Monroe Doctrine, also known famously as his "big stick" foreign policy, laid the foundation for a more interventionist policy in Latin America. He also extended American influence in the region by fomenting a rebellion in Panama that resulted in American construction of the Panama Canal...

Klein, Christopher. "How Teddy Roosevelt's Belief in a Racial Hierarchy Shaped His Policies." History.com, August 11, 2020. <https://www.history.com/news/teddy-roosevelt-race-imperialism-national-parks>.

SQ3: Featured Source F

[Letter from Theodore Roosevelt to Albion W. Tourgee](#)

November 8, 1901.

My dear Mr. Tourgee:

Your letter pleases and touches me. I too have been at my wits' ends in dealing with the black man. In this incident I deserve no particular credit. When I asked Booker T. Washington to dinner I did not devote very much thought to the matter one way or the other. I respect him greatly and believe in the work he has done. I have consulted so much with him it seemed to me that it was natural to ask him to dinner to talk over this work, and the very fact that I felt a moment's qualm on inviting him because of his color made me ashamed of myself and made me hasten to send the invitation. I did not think of its bearing one way or the other, either on my own future or on anything else. As things have turned out, I am very glad that I asked him, for the clamor aroused by the act makes me feel as if the act was necessary.

I have not been able to think out any solution of the terrible problem offered by the presence of the negro on this continent, but of one thing I am sure, and that is that inasmuch as he is here and can neither be killed nor driven away, the only wise and honorable and Christian thing to do is to treat each black man and each white man strictly on his merits as a man, giving him no more and no less than he shows himself worthy to

have. I say I am ^{sure} that this is the right solution. Of course I know that we see through a glass dimly, and, after all, it may be that I am wrong; but if I am, then all my thoughts and beliefs are wrong, and my whole way of looking at life is wrong. At any rate, while I am in public life, however short a time that may be, I am in honor bound to act up to my beliefs and convictions. I do not intend to offend the prejudices of anyone else, but neither do I intend to allow their prejudices to make me false to my principles.

Faithfully yours,

Theodore Roosevelt

Private

Letter from Theodore Roosevelt to Albion W. Tourgee. Theodore Roosevelt Papers. Library of Congress Manuscript Division. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o180529>. Theodore Roosevelt Digital Library. Dickinson State University.

SQ3: Featured Source G

Theodore Roosevelt Speech “Lincoln and the Race Problem” – Excerpt

...Neither I nor any other man can say that any given way of approaching that problem will present in our times even an approximately perfect solution, but we can safely say that there can never be such solution at all unless we approach it with the effort to do fair and equal justice among all men; and to demand from them in return just and fair treatment for others. Our effort should be to secure to each man, whatever his color, equality of opportunity, equality of treatment before the law. As a people striving to shape our actions in accordance with the great law of righteousness we can not afford to take part in or be indifferent to oppression or maltreatment of any man who, against crushing disadvantages, has by his own industry, energy, self-respect, and perseverance struggled upward to a position which would entitle him to the respect of his fellows, if only his skin were of a different hue.

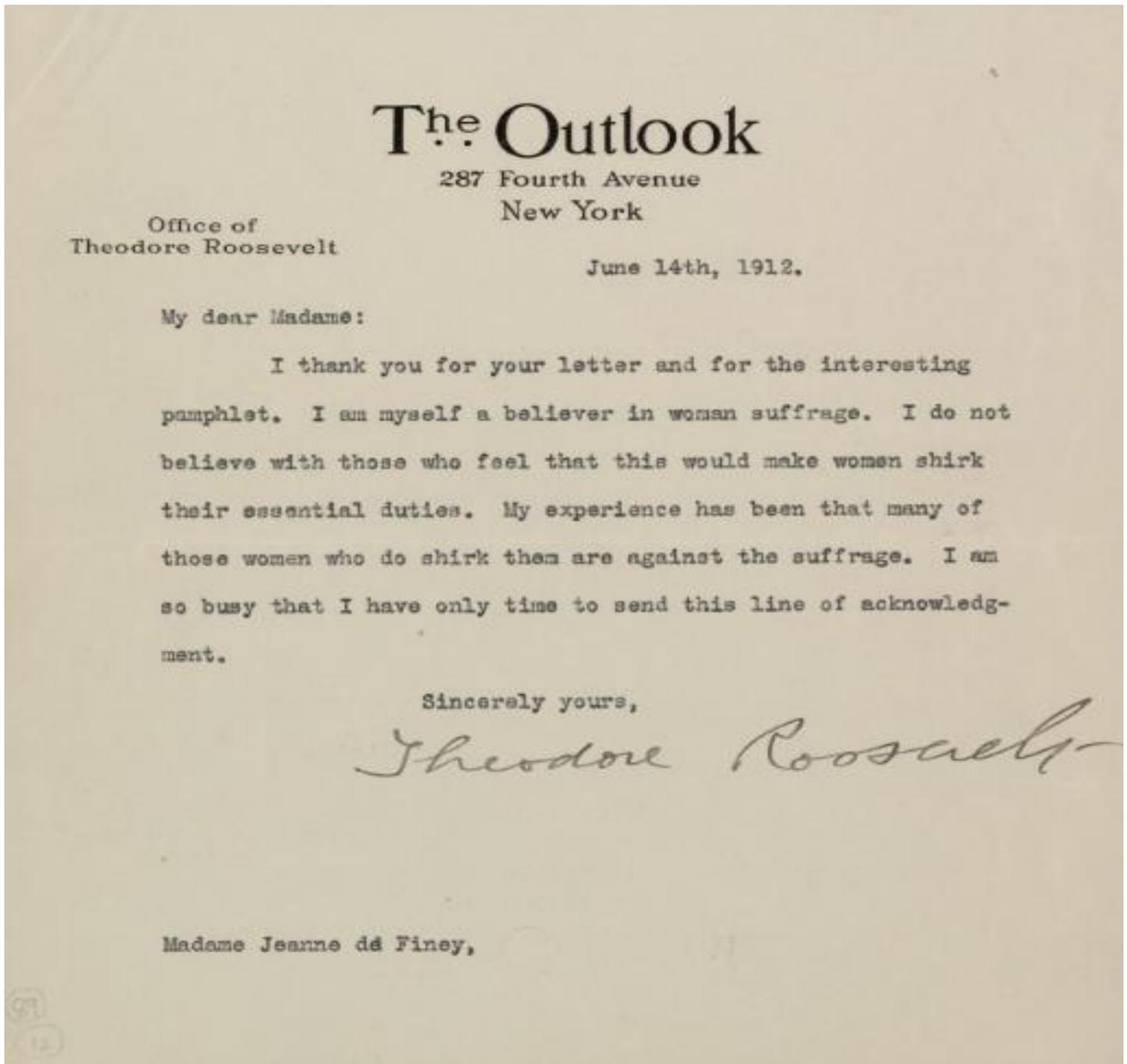
Every generous impulse in us revolts at the thought of thrusting down instead of helping up such a man. To deny any man the fair treatment granted to others no better than he is to commit a wrong upon him – a wrong sure to react in the long run upon those guilty of such denial. The only safe principle upon which Americans can act is that of “all men up,” not that of “some men down.” If in any community the level of intelligence, morality, and thrift among the colored men can be raised, it is, humanly speaking, sure that the same level among the whites will be raised to an even higher degree; and it is no less sure that the debasement of the blacks will in the end carry with it an attendant debasement of the whites.

The problem is so to adjust the relations between two races of different ethnic type that the rights of neither be abridged nor jeopardized; that the backward race be trained so that it may enter into the possession of true freedom while the forward race is enabled to preserve unharmed the high civilization wrought out by its forefathers. The working out of this problem must necessarily be slow; it is not possible in offhand fashion to obtain or to confer the priceless boons of freedom, industrial efficiency, political capacity, and domestic morality. Nor is it only necessary to train the colored man; it is quite as necessary to train the white man, for on his shoulders rests a well-nigh unparalleled sociological responsibility. It is a problem demanding the best thought, the utmost patience, the most earnest effort, the broadest charity, of the statesman, the student, the philanthropist; of the leaders of thought in every department of our national life. The Church can be a most important factor in solving it aright. But above all else we need for its successful solution the sober, kindly, steadfast, unselfish performance of duty by the average plain citizen in his everyday dealings with his fellows...

“(1905) Theodore Roosevelt, ‘Lincoln and the Race Problem’, February 7, 2020.

<https://www.blackpast.org/african-american-history/1905-theodore-roosevelt-lincoln-and-race-problem-3/>.

SQ3: Featured Source H

Letter from Theodore Roosevelt to Jeanne de Finey

Letter from Theodore Roosevelt to Jeanne de Finey. Theodore Roosevelt Collection. MS Am 1454.50 (89). Harvard College Library. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o285794>. Theodore Roosevelt Digital Library. Dickinson State University.

Supporting Question 4

The third supporting question— Have we progressed politically?

In this formative task, students will utilize the sources to analyze the context of the challenges presented by US foreign affairs and political associations, in addition to what was done about them. Their gathered data will be recorded on the Situation Chart they will title “Political Challenges [Early 20th Century]. Afterwards, students will select two modern political challenges facing the United States, one foreign and one domestic. They will record their findings on the second chart, which they will title “Political Challenges [Modern]”.

Teachers may implement this task with the following procedures:

- Sourcing the documents so students identify the creator and purpose of the document/source
- Contextualizing and Close Reading Strategies
- Source Evaluation
- Image Analysis Strategies
- Utilization of Background Knowledge
- Silent Reading Strategies
- Collaboration with one or more students
- Note Taking and Information Recording Strategies

The scaffolds and other materials may be used to support students as they work with sources:

- Annotated text
- Situation Chart Worksheets

The following sources were selected to provide students with the opportunity to develop a better understanding of the key political challenges of the early 20th century, such as the division in political parties and the role of the US in the international world, and how many of these challenges have persisted into modern US society.

- **Featured Source A:** A History of the United State - 4.1 National Politics during the Progressive Era
- **Featured Source B:** Political Cartoon “Politics” (1908-1916?)
- **Featured Source C:** Letter from Secretary of Theodore Roosevelt to John R. Marine (1912)
- **Featured Source D:** Letter from Theodore Roosevelt to Medill McCormick (1915)

SQ4: Featured Source A

[National Politics during the Progressive Era - Excerpt](#)**Business and Politics in the Progressive Era**

...While in office, Roosevelt rejected the idea that the president should defer to Congress. "It is the duty of the president to act upon the theory that his is the steward of the people," Roosevelt remarked, adding that he believed the president "has the legal right to do whatever the needs of the people demand, unless the Constitution or the laws explicitly forbid him to do it." As president, Roosevelt introduced many of the reform measures sought by the Progressives, and in so doing, created a larger and more active federal government.

During his successful reelection campaign in 1904, Roosevelt promised that he would not seek a second term in 1908. He kept that promise and retired temporarily from public life, only to seek the nomination of the Republican Party in 1912. When the Republicans chose the incumbent William Howard Taft as their candidate, Roosevelt decided to run as the candidate of the Progressive Party. Although many states at this time had various independent third parties that used the term Progressive in their name, Roosevelt's decision to run under a national Progressive Party banner in 1912 helped to forge a measure of unity among these various local parties. Like the Populists, however, the Progressive Party would prove short lived, but many of their ideas were incorporated into the platforms and policies of the Republicans and Democrats...

...After winning the presidency on his own in 1904, Roosevelt began to view his office as a "bully pulpit" from which he could enforce his reform agenda. The Roosevelt administration brought lawsuits against several leading trusts, including Standard Oil, the Du Pont Corporation, and the American Tobacco Company. Roosevelt was soon labeled a "trust buster" by some businessmen who opposed him. Ironically, the mood of the country had changed, and this derogatory label backfired by increasing Roosevelt's popularity among liberal Republicans and Progressives. However, Roosevelt was careful to maintain positive relations with many business leaders, and he continued to receive campaign donations from the usual Republican supporters. Roosevelt also made it clear that he opposed the breaking up of certain "good trusts," even as he avoided precise definition of which trusts were operating in the public interest. During his two terms in office, Roosevelt initiated only twenty-five lawsuits against corporations he believed had violated the law. Roosevelt preferred working with business leaders and convincing them to agree to certain regulations through the Department of Commerce and Labor, which was created in 1903. The majority of corporations agreed to the relatively mild demands of the commerce department and its growing staff of corporate and legal experts. In this way, Roosevelt's White House personified the Progressive faith in the ability of experts within government to resolve problems by meeting with labor and business leaders rather than resorting to the courts or strikes to settle differences....

Latin America and Assia

While many supporters of the anti-imperialist movement opposed colonization on moral grounds, these liberals were outnumbered by racial conservatives who were motivated by fears of increasing the diversity of the US population. One of the leading concerns of these individuals was that the extension of citizenship rights would permit the migration of Filipinos and Puerto Ricans to the United States. South Carolina senator Ben Tillman was one of the most outspoken racial conservatives in America. He blamed the existence of a black majority on the problems the South faced. From Tillman's perspective, his mission was to warn naive white Progressives who did not fully understand the danger posed by nonwhite migration. Nonwhite Americans countered Tillman's message and presented a different perspective. For example, the author of a letter published in *The Broad Axe*, an African American newspaper published in Salt Lake City, asked why Americans "send tracts and bibles to Africa and India to Christianize the heathen" only to "then...send cannon and dynamite so that the poor native wretches may be blown into eternity if they attempt to defend their homes." "Let us live up to our Constitution and laws and set an example for other nations which we claim are inferior to us," the author concluded.

As this letter indicates, the first years of America's overseas empire saw renewed efforts at missionary work. They also featured racism, intolerance, and even violence against those who opposed the presence of US forces. The majority of fatalities on both sides were due to diseases such as yellow fever. Because whites assumed African Americans were immune to the "jungle" diseases of the Philippines, a high proportion of black troops were stationed overseas and died in larger numbers and percentages than other soldiers. The army's medical service, led by Dr. Walter Reed, eventually pioneered ways of preventing the spread of yellow fever. Within a few years, these methods and vaccines were applied to the civilian population. Numerous US-based charitable associations provided medical supplies, while some Filipino businesses profited from trade. In this way at least, there were some tangible benefits to being part of the American empire...

...While Americans sought to maintain trade with Japan and compete with Europeans for access to Chinese markets, they expected to maintain a near-monopoly of trade in the Caribbean and Latin America. President Roosevelt offered his own interpretation of the Monroe Doctrine that would be known as the Roosevelt Corollary. The Monroe Doctrine had been issued in 1823 and declared that the United States would guarantee the independence of nations in the Western Hemisphere. In 1904, Roosevelt offered his interpretation of the Monroe Doctrine in which he declared that the United States must intervene in the affairs of independent nations throughout the Western Hemisphere whenever US officials believed those nations needed assistance. If one of these nations was experiencing financial instability or political turmoil, for example, Roosevelt believed that assistance from "some civilized nation" was required. Latin Americans protested that the Roosevelt Corollary was nothing more than a fabricated justification of American imperialism. The wording of the president's decree demonstrates the delicacy of the issue, stating that the United States would intervene "however reluctantly...to exercise international police power." In many instances, that police power was used to protect US companies or compel repayment of loans made by European and US banks.

Intervention in Latin America could also be motivated by strategic concerns. The narrow isthmus of Panama was the northernmost region of the nation of Columbia. Prior to 1903, the United States had opposed at least two attempts by Panamanians who sought to declare independence and form their own nation. In 1903, however, Roosevelt sent warships and marines to protect a group of Panamanians who sought independence. The change was motivated by America's desire to build a canal across Panama and the reluctance of Colombian officials to approve the venture.

Politicians in Colombia sought a payment of \$25 million before the United States could begin construction of the Panama Canal. In response, Roosevelt made a secret deal to offer military aid to the Panamanians. In exchange for the rights to build the canal, the United States provided military aid to help ensure that Panama's revolution succeeded. A relatively small force of Panamanians would have likely been crushed by the Colombian army had it not been for US aid. When the revolution began, Colombia could not send troops by sea because US warships blocked the ports. A US company controlled the only railroad in the region and permitted the Colombian officers to board the northern-bound trains. US forces then arrested the officers upon their arrival in Panama, and the train did not return for the rest of the troops as promised. With this assistance, Panama secured its independence.

Colombia protested and eventually received payment of \$25 million for damages suffered due to US intervention in what Colombians believed was a civil war. In addition, the United States also had to compensate Panama for the right to construct and operate the canal in its country. Finally, the United States were also forced to provide partial compensation for a French construction company that had begun work on the canal in the 1880s. In short, Roosevelt's duplicity reduced US prestige in Latin America and cost the United States millions more than would have been necessary had he dealt honestly with Colombia. "I took Panama," the president would later brag. His bravado proved costly in terms of lives and money, and prevented the consideration of other alternatives. For example, building a canal across Nicaragua provided a less politically volatile alternative. Although Nicaragua is much wider than Panama, construction teams could have utilized flatter land and several natural lakes to build a longer but less expensive canal.

Instead, Roosevelt secured the land rights to a ten-mile "canal zone" and began the construction of the Panama Canal. The same French company that had built the Suez Canal had spent \$200 million and lost 10,000 to 20,000 lives to starvation and disease in a failed attempt to build the canal over a dozen years. US engineers completed the task in less than ten years, but another 5,000 construction workers perished. Once completed, the Panama Canal ranked as one of the most important feats of engineering in world history. Like the Suez Canal, which permitted ships to navigate between Europe and Asia without traveling around Africa, the Panama Canal permitted ships to avoid the journey around South America. Its completion occurred less than a month after the outbreak of World War I and permitted US warships and cargo traveling from one coast to the other to avoid the extra 8,000 mile journey and dangerous waters around Cape Horn.

President Taft believed that investing money in the Caribbean and South America would help to heal the strained relations between the United States and these nations. He called this philosophy "Dollar

Diplomacy.” The president argued that US investment and management expertise would produce stability and prosperity throughout Latin America. However, US investors usually did little more than purchase existing businesses and plantations, which did little to promote job growth. Equally important, profits from these businesses would now flow to the United States and other foreign investors, leaving Latin America more impoverished and unstable than before.

The Roosevelt Corollary was often cited in justification of US military intervention throughout the region. For example, Taft sent the Marines to Nicaragua in response to political turmoil that threatened US investments in 1912. These troops would occupy Nicaragua almost continuously until they were removed in 1933. Similar political and financial instability threatened US business interests in Haiti, the Dominican, and Cuba between the early 1900s and the 1930s and led to additional deployments of US troops. In several cases, the potential failure of foreign investors to repay American loans convinced US officials to station troops within Latin American customs houses. In these instances, tax revenues from tariffs were redirected to American and European banks that managed the loans. From the US perspective, such measures were necessary to ensure repayment. From the perspective of Latin America, the Roosevelt Corollary was little more than a veil to mask economic imperialism. Puerto Ricans demanded independence, but they were instead granted US citizenship in 1917. This helped provide reform on this island, although Puerto Ricans and others could do little to ensure that US companies paid their fair share of local taxes or promoted businesses that aided the local economy.

4.1 National Politics during the Progressive Era. National politics during the Progressive Era. (n.d.).

https://saylordotorg.github.io/text_a-history-of-the-united-states-vol-2/s07-01-national-politics-during-the-p.html

SQ4: Featured Source B

[Letter from Theodore Roosevelt to Medill McCormick](#)

January 22nd, 1915

Dear Medill:

I am really obliged to you for your letter and especially for the enclosed copy of your letter to Mr. Dobyne. I shall ask you not to make this letter public, because of the infinite capacity of people to misconstrue anything that is said - a fact which makes it inadvisable only to speak at the right time and with reference to something that demands immediate attention; but I wish to state to you personally that I absolutely approve of the course you followed; that I should have done in your case exactly what you did; and that in your letter you phrase the situation just as I see it.

I earnestly hoped that we were going to be able to make the Progressive party in 1912 at least the opposition major party. I was confident that unless we could do that at once, we could not do it at all. I was bitterly disappointed by the figures after election. I was not disappointed in my own vote. I was disappointed by the fact that this was the exceptional vote. I beat Taft three-quarters of a million; but the Republicans elected three or four times the number of Congressmen that we did; and they did relatively better as regards all state officials. They remained the opposition party. Now, all this was exactly the reverse of what happened in 1854, when the Republican party was born out of

-2-

the revolt against the Kansas-Nebraska bill. On that occasion their vote was not simply for one leader, because, as a matter of fact, they had no leader; for it was not until four years later that Lincoln got any position whatever in the national arena. Yet they absolutely destroyed the Whig Party and at one bound made themselves the great opposition party of the nation. They were six years in opposition; but during that time they gained numbers of important local victories. They once carried Congress and once held it even; and they immediately became the party to which anti-Democrats who dealt with live issues of the day had to turn. This was entirely different with us. Our morality was both a little too lofty and a little too abstract, too fine-spun for the bulk of the people. Our followers were influenced by a great burst of indignation at what had just occurred rather than by a desire for new principles.

Moreover, we had to encounter the grave difficulty that in warring on the Republicans we were really warring on the present personnel of the party leadership and not on its inherited principles. The Progressive National platform was really Abraham Lincoln Republicanism brought up to date. It is discreditable to the intellect of some Republicans and to the conscience of others that they could not see this. But they did not. Then many of our people succeeded in getting the public to believe that, or else in letting them believe that, we presented reform as the alternative to prosperity; and in such case they would certainly take prosperity.

-3-

Wilson and Bryan are committed to theories of government which in my view make it absolutely hopeless ever to expect good results ^{from them} because we continually come to the impasse of states' rights and of loyalty to theories which at best represent dry bones and at worst obstruction to every wise movement for permanent advance.

Moreover, to a man of my views on foreign policy, their attitude is literally criminal. You may have seen what I have written about America and the World War and about Mexico ^{(also you gave me the cut).} Do let me see you and Ruth whenever you come on here.

Faithfully yours,

Theodore Roosevelt

Medill McCormick, Esq.,
Chicago, Illinois.

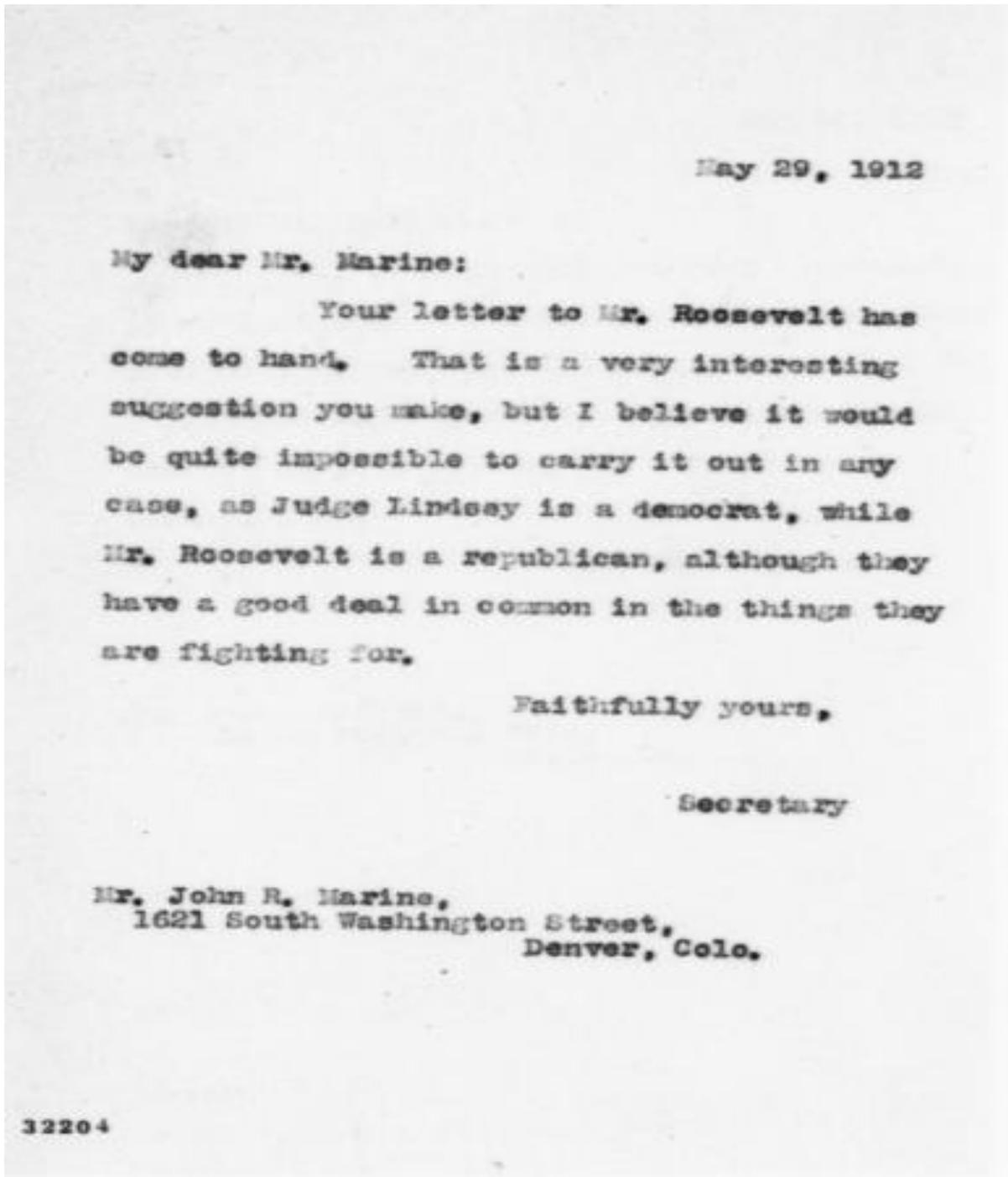
Letter from Theodore Roosevelt to Medill McCormick. Theodore Roosevelt Papers. Library of Congress Manuscript Division. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o211495>. Theodore Roosevelt Digital Library. Dickinson State University.

SQ4: Featured Source C

Politics

Politics. Prints and Photographs division. Library of Congress Prints and Photographs Division.
<https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o282139>. Theodore Roosevelt Digital Library. Dickinson State University.

SQ4: Featured Source D

Letter from Secretary of Theodore Roosevelt to John R. Marine

Letter from Secretary of Theodore Roosevelt to John R. Marine. Theodore Roosevelt Papers. Library of Congress Manuscript Division. <https://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o227691>. Theodore Roosevelt Digital Library. Dickinson State University.

Summative Performance Task

At this point in the inquiry, students have examined a variety of primary and secondary sources which utilize different mediums to express opinions, messages, and historical accounts. Because of the work they've conducted over the course of the inquiry, students should have a firm understanding of the political, economic, and social issues prevalent during the Progressive Era and how many of these issues still persist and continue to shape the United States in the modern day.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will construct an evidence based argument utilizing the findings of the previous Formative Performance Tasks in addition to credible outside resources independently found during this portion of the IDM to answer the question "Has the US stopped progressing?". Their argument must be constructed as an argumentative evidence-based essay that includes at least six properly cited sources.

Students' arguments will likely vary, but could include any of the following:

- Progress has indeed been made due to the various political and social movements that have occurred throughout the history of the United States to address the challenges of social inequality, political corruption, and economic hardships
- We have progressed since the Progressive Era as there have been major political, social, and economic developments in the past and modern day that continue to protect the rights and wellbeing's of citizens, immigrants, and workers throughout the United States
- The United States has ceased progressing since the Progressive Era. Many of the political, social, and economic challenges we were facing at the start of the 20th century still exist today despite the efforts of the nation to solve them.

To support students in their writing, the teacher will reinforce the importance of the skills of sourcing, close reading, document analysis, contextualization, and the efficient recording of findings and research. All of which are skills students have been developing and engaging with over the course of this inquiry.

To extend their arguments, there will be a presentation/debate within the classroom which addresses the question "Have we stopped progressing?" This presentation can be constructed in whichever medium of your choice, just so long as it is accessible and presentable. Examples include PowerPoint, posters, and video recording.

Students have the opportunity to Take Informed Action by taking a closer look at an issue currently prevalent within their own or a nearby community. They will then analyze the issue just as they had done with the issues addressed throughout the inquiry. They will research how their local issue has existed within the past, how it has changed or persisted within that community, how that issue has been present within the greater US, and how the modern attempts to address the issue compares to those made in the past. The conclusion of this Informed Action will require students to make their research findings presentable and publicly accessible. This can be done through creating a visual presentation of your findings and presenting it at your school or local community, submitting it as a written address to local leaders and media, as well as submitting it to historical sites within the community.

Name: _____

Situation Sheet

What Was the Problem	What Was Done	What Were the Results

Name: _____

Situation Sheet

What Was the Problem	What Was Done	What Were the Results