

The Progressive Era

Lesson 1 The Movement Begins

ESSENTIAL QUESTION

Why do societies change?

GUIDING QUESTIONS

1. Which reforms addressed political and economic problems?
2. Why did reformers emerge during this era?

Terms to Know

oligopoly a few large companies that took charge of prices for an entire industry

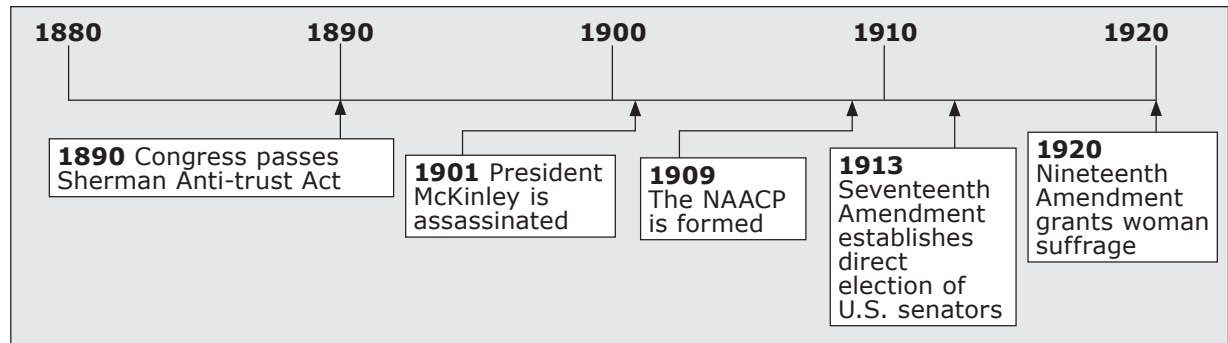
muckrakers reporters who told the public of corruption

initiative the right of voters to place an issue on the ballot in a state election

referendum the right of voters to accept or reject laws

recall the right of voters to remove elected officials who lacked ability for their jobs

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now ...		Later ...
	What kinds of problems did Progressives focus on?	
	Why was the Pendleton Act important?	
	What is the purpose of a recall election?	
	How did the Seventeenth Amendment change Congress?	

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Lesson 1 The Movement Begins, *Continued*

Taking on Corruption

There were problems in American society in the late 1800s. Many Americans called for reform. Reformers are people who want to change society to make it better. Reformers during this time were called progressives. Progressives focused on problems affecting cities, government, and business.

"Political machines" were powerful groups linked to political parties. These powerful groups controlled local government in many cities. Cities were divided into political districts. A member of the political machine controlled jobs in each district. This person was called a political boss.

Many political bosses did things to make money that were not honest. Bosses took "kickbacks," or illegal payments. For example, some builders wanted to do business with the city. They would give campaign money to bosses to get work. Builders might add extra fees to their bill for city work. They used that money to give kickbacks to bosses.

One dishonest city boss was William M. Tweed. He was known as "Boss Tweed." Tweed and his group controlled most of New York City. They controlled the police department, courts, and some newspapers. Tweed's group collected millions of dollars in illegal payments. A lot of these payments came from companies that did business with the city. Thomas Nast was a political cartoonist. His political cartoons were printed in *Harper's Weekly*. The cartoons showed how Tweed's group did illegal things. Tweed later went to prison.

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Reformers wanted to stop the power of political bosses. They worked to make city governments more honest and efficient.

Reformers wanted to end something called the spoils system. In the spoils system, elected officials rewarded their friends. They gave jobs to people who supported them. They did favors for them, too. Many people were not qualified to do the jobs given to them.

President Hayes and President Garfield both tried to change the spoils system. Neither of them succeeded. Congress passed the **Pendleton Act** in 1883. This act created the Civil Service Commission, which gave tests for people wanting federal jobs. If they passed the test, it would prove they had the skills to do the job. By 1900, the commission was in charge of hiring many federal workers.



Mark the Text

1. Underline the definition of *kickbacks*.



Identifying

2. Who was Thomas Nast and why was he important?



Defining



3. Glue a one-tab Foldable over "Reformers wanted to stop the power of political bosses." Label the anchor tab *Common Practice*. Write *Spoils System* in the middle of the Foldable tab. Create a memory map by drawing arrows around the title and writing six words or phrases about the spoils system.

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Lesson 1 The Movement Begins, *Continued*



Reading Check

4. How did the Pendleton Act help to end the spoils system?



Explaining

5. What are tariffs? Why did American business owners like them?



Reading Check

6. What was one major difference between socialists and progressives?

Many Americans believed that trusts had too much control over the economy and the government. A trust is a powerful group of companies. Congress passed the **Sherman Antitrust Act**. The act was passed in 1890. It was the first federal law to control trusts.

Railroads were important to people and businesses. Large railroad companies wanted to make more money. The companies agreed to not compete against each other. Together, they set higher prices.

The railroads formed an **oligopoly**. An oligopoly is a group of large companies that set prices for a type of product or service. Reformers wanted to limit the rates that railroads charged. Congress passed the **Interstate Commerce Act** in 1887. It made railroads charge fair rates.

Tariffs are taxes charged on imported goods. Imported goods are made in other countries. Tariffs would make imported goods cost more. Congress passed a tariff bill in 1890. It increased tariffs on many imported goods. Many American business owners liked high tariffs. They thought it would make Americans buy more of their products.

The New Reformers

In the early 1900s, reformers wanted to make society better. Reformers believed that people were not treated fairly. They came up with new ideas to solve problems in society. These ideas included socialism and progressivism.

Socialists felt that it was unfair that a few people had most of the wealth and power in America. They believed more people should have wealth and power. Socialists wanted the government to own and operate businesses. Eugene V. Debs helped create the American Socialist Party in 1898. Debs ran for president five times. He never received more than 6 percent of the popular vote.

Progressives also believed that it was unfair for a few people to own most of the wealth and power. Progressives disagreed with socialists on how to solve this problem. They did not think the government should own businesses. Progressives wanted the government to regulate businesses. This meant that the government would make rules that businesses would have to follow.

Newspaper reporters helped the reformers. They investigated problems and wrote newspaper and magazine stories about them. These reporters were called

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Lesson 1 The Movement Begins, *Continued*

muckrakers. Their stories told the people about the “muck,” or dirt, in business.

One muckraker was Ida Tarbell. She wrote articles about the oil trust’s unfair practices. People became upset after reading her articles. They asked the government to take charge of big business.

Another muckraker was Upton Sinclair. He wrote a book called *The Jungle* (1906). It described the dirty and unsafe conditions of the Chicago meatpacking industry. Americans were shocked. Congress passed the Meat Inspection Act and the Pure Food and Drug Act in 1906. It made businesses put labels on food and medicine. The labels told people what the businesses had put into food and medicine. Food that might cause harm could not be sold.

Oregon made important reforms. The **initiative** allowed citizens to put an issue up for voting. The **referendum** allowed people to vote for or against a law. The **recall** allowed voters to remove elected officials from office. These reforms were called the Oregon System. Many states began using these reforms.

The Constitution allowed state legislatures to choose senators. People felt there were problems doing it this way. Party bosses often controlled the process. Businesses also were too involved in the process. Progressives wanted people to be able to vote for their senators directly.

Congress passed the Seventeenth Amendment to the Constitution in 1912. It allowed people to vote for their senators in elections.

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Check for Understanding

List two forms of media that helped Progressive reformers.

How did the Progressive reforms of this time make life better for Americans today?



Identifying

7. What is a *muckraker*?



8. Cut a two-tab Foldable in half to make four tabs. Place it along the dotted line to cover Check for Understanding. Write *Progressives & Reforms* on the anchor tab. Label the tabs *Pendleton Act*, *Sherman Antitrust Act*, *Interstate Commerce Act*, and *17th Amendment*. On the front and back of the tabs, write words or phrases that outline what you remember about each Progressive reform.

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Lesson 2 Women and Progressives

ESSENTIAL QUESTION

Why do societies change?

GUIDING QUESTIONS

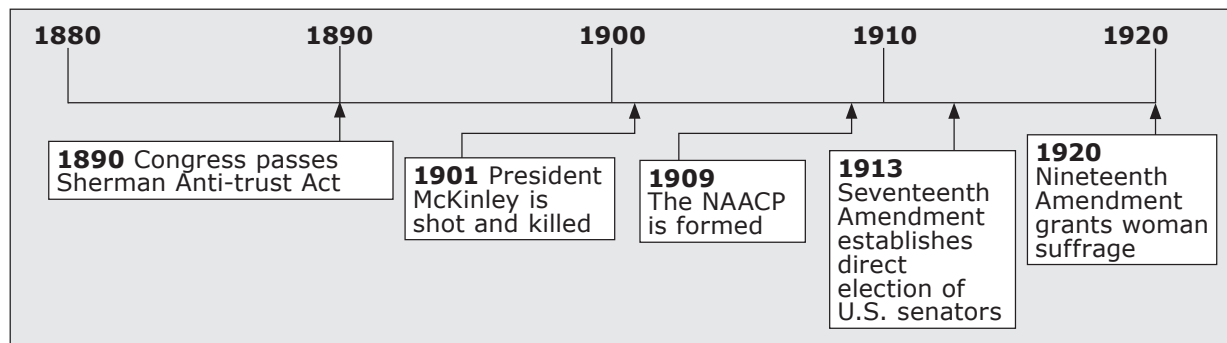
1. *How did opportunities for women change during this era?*
2. *What was the goal of the suffrage movement?*
3. *What methods did women use to bring about social reform?*

Terms to Know

suffragists men and women who fought for woman suffrage, or women's right to vote

prohibition laws that banned making or selling liquor

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now ...		Later ...
	What is "suffrage"?	
	What was the purpose of the Nineteenth Amendment?	

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Lesson 2 Women and Progressives, *Continued*

New Roles for Women

Americans wanted urban reform in the late 1800s. This meant that people wanted to improve cities. Many leaders of urban reform were women. These women were often from the middle class. The lives of middle-class women changed during the late 1800s. They had more free time. Their lives were not based on taking care of a home.

People need to have special skills to do professional jobs. This usually means they have to go to college to learn new facts and skills. Many middle-class women began going to college. This helped them to get professional jobs. Many professional women were teachers. Some worked in nursing, medicine, and other fields.

These changes created the “new woman.” These women were getting more education. It also meant that women were doing more things outside of their homes. Women became writers, public speakers and fund-raisers. Some women became reformers to improve society.

Jane Addams used her intelligence and energy to help people. She set up Hull House in Chicago. Hull House was a settlement house. Settlement houses helped poor people who lived in cities. Addams became a role model to many women. Addams became famous for the things she did at Hull House. Other people started settlement houses like Hull House.

Women found another way to use their skills and energy. Some women started women’s clubs. The number of women’s clubs grew. At first, women members were interested in things such as music and painting. Later, many clubs became more concerned about social problems.

Some clubs refused to allow African Americans. African American women began to set up their own clubs. In 1896 women from these clubs created the National Association of Colored Women. Mary Church Terrell was the founder of the association. She was also the association's first president. She worked hard to get more rights for women.

Women and Voting Rights

The Fifteenth Amendment had given voting rights to freed men. It did not give women the right to vote. Some men and women became **suffragists**. Suffragists believed that women should have the right to vote. Suffragists worked hard to try to win this right for women.



Listing

1. Name two ways the role of women changed in the late 1800s.



Making Connections

2. Name two professional careers that women pursue today.



Reading Check

3. Describe the “new woman” of the late 1800s.



Explaining

4. What did suffragists want to achieve?

The Progressive Era

Lesson 2 Women and Progressives, *Continued*



Identifying

5. Who formed the National Woman Suffrage Association?



Reading Check

6. What were some reasons that suffragists wanted the vote for women?



Describing

7. How did women put pressure on lawmakers?

Suffragists created groups. The purpose of these groups was to help women get the right to vote. Elizabeth Cady Stanton gave speeches about women. She talked about how women were not treated fairly. At a women's rights convention in 1848 she asked that women be given the right to vote. She and Susan B. Anthony worked together for years for suffrage. Stanton helped create the National Woman Suffrage Association in 1869. Stanton also became the association's president. This association and another suffrage group joined together in 1890. It became known as the National American Woman Suffrage Association. Stanton and then Anthony served as president.

Many working-class women wanted to have the right to vote. They hoped they could elect people who would help women and protect female workers.

More and more people began joining the suffrage movement. Suffragists put pressure on lawmakers. They organized marches. They also made speeches on street corners.

The suffragists won some early victories. Wyoming led the country by giving women the right to vote. Some other states began to let women vote. Suffragists continued to work hard. They wanted women to be able to vote in every state. Alice Paul founded the National Woman's Party in 1916. Paul wanted suffrage for women. She also wanted women to have equal rights.

Alice Paul met with President Woodrow Wilson in 1917 to talk about suffrage. Wilson did not support woman suffrage at that time. Paul organized a protest. They protested in front of the White House. Many of the protesters were arrested for blocking the sidewalk. Some people felt that the women did not do anything wrong. The arrested women started a hunger strike. This meant that they refused to eat.

More people began to support the woman suffrage movement. By 1917, the National American Woman Suffrage Association had more than two million members. President Wilson had changed his mind. He began supporting woman suffrage. By 1919, women could vote in some elections in most of the 48 states. This caused Congress to talk about the issue. The House of Representatives passed the Nineteenth Amendment in 1918. The Senate passed it in 1919. The amendment gave women the right to vote. It went into effect in 1920. Women could vote in that year's presidential election.

The Progressive Era

Lesson 2 Women and Progressives, *Continued*

Women and Social Reform

Women became involved in other reform movements. They supported and worked in libraries, schools, and settlement houses. They also raised money for charities.

Some women worked for other causes. They wanted the government to pass laws to help women and children who worked. They wanted the government to inspect factories. They put pressure on Congress. Congress created the Children's Bureau. The Children's Bureau became part of the Labor Department.

Working women also helped the reform movement. Many unions did not allow women to join. The Women's Trade Union League (WTUL) was created in 1903. The WTUL urged working women to start their own labor unions. The league also supported laws that protected the rights of women factory workers.

Women also led the fight against alcohol. The Woman's Christian Temperance Union (WCTU) and the Anti-Saloon League called for temperance. This meant that they supported **prohibition**—laws that would stop the making or selling alcohol.

Some Progressive reformers believed that alcohol caused many problems. They felt that drinking alcohol caused more crime. They also believed that it caused problems with families. Congress passed the Eighteenth Amendment in 1919. This amendment made it illegal to make, transport, or sell alcohol in the United States. The Eighteenth Amendment became known as the Prohibition Law. It was ratified in 1919.

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Check for Understanding

How did education change the lives of some women during the Progressive Era?

Why do you think it took so long for women to have the right to vote?



Reading Check

8. What was the goal of the temperance movement?



9. Use a two-tab Foldable and cut the tabs in half to make four tabs. Place it along the dotted line to cover Check for Understanding. Write the *Women and Progressives* on the anchor tab. Label the four tabs *Women's Roles*, *Women's Clubs*, *Women's Right to Vote*, and *Women and Social Reform*. Use the front and back of the tabs to record what you remember about how progressives influenced each. Use your Foldable to help answer Check for Understanding.

The Progressive Era

Lesson 3 Presidents of the Progressive Era

ESSENTIAL QUESTION

Why do societies change?

GUIDING QUESTIONS

1. *How successful was Roosevelt in implementing his policies?*
2. *What were the similarities and differences between the policies of Roosevelt and Taft?*

Terms to Know

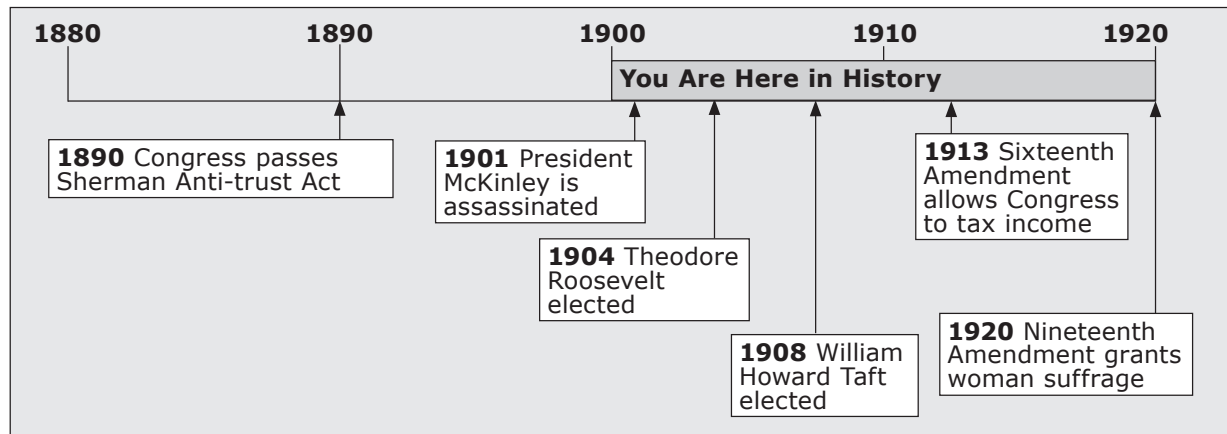
trustbuster a government official who breaks up business groups that limit competition

arbitration the process of settling disputes by accepting the decision of a neutral party

Square Deal fair and equal treatment for all, as promised by President Theodore Roosevelt

conservation protection of natural resources

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now ...		Later ...
	Why was Roosevelt called a trustbuster?	
	What did Americans learn about conservation during the Progressive era?	
	Why did progressives support an income tax?	

The Progressive Era

Lesson 3 Presidents of the Progressive Era, *Continued*

Theodore Roosevelt

Theodore Roosevelt was vice president in 1900. He became president after President McKinley was killed in 1901. Only 42 years old, Roosevelt was the youngest president in the country's history. He agreed with progressive ideas.

President Roosevelt wanted to regulate trusts. Trusts were groups of businesses that set their own rules about prices and who could sell that product or service. Some trusts were not following the Sherman Antitrust Act. Roosevelt brought legal charges against many trusts. Roosevelt was called a **trustbuster**. He wanted to break up the trusts he thought were harmful.

More than 100,000 coal miners went on strike in 1902. They were members of the United Mine Workers union. The miners wanted more pay. They wanted to work only eight hours a day. The mine owners refused to give the workers what they asked for. The strike lasted for months. Winter was coming. People needed coal to heat their homes.

Roosevelt asked the union and the owners to accept **arbitration** (ahr•buh•TRAY•shun). This meant that a neutral party would make a decision to solve the dispute. Mine workers won some of what they wanted.

Roosevelt handled this problem differently than past presidents. Earlier presidents used soldiers against strikers. Roosevelt had company owners make an agreement with strikers.

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Roosevelt ran for president in 1904. He promised the people a **Square Deal**. This meant fair and equal treatment for all. He easily won the election.

Roosevelt's Square Deal called for government regulation of business. This approach differed from that of some earlier presidents. They felt the government should leave businesses alone.

Roosevelt supported the Meat Inspection Act and the Pure Food and Drug Act. The acts gave the government power to visit businesses and **inspect**, or carefully examine, products.

Roosevelt has been called the first environmental president. He believed in the need for **conservation**. This meant that natural resources would be protected and saved. In 1905, Roosevelt suggested making the U.S. Forest Service. He asked Congress to set aside millions of acres of national forests. He also formed the National



Explaining

1. Tell how Roosevelt wanted to handle trusts.



Mark the Text

2. Underline the definition of *arbitration*.



Reading Check

3. What was Roosevelt's approach to labor relations?



Explaining

4. Glue a one-tab Foldable over "Roosevelt ran for president ...". Label the anchor tab *Roosevelt: 1904*. Write *Square Deal* in the middle of the tab. Make a memory map by drawing arrows around the title and listing five or more words or phrases about Roosevelt's Square Deal promise.

Progressive Era

Lesson 3 Presidents of the Progressive Era, *Continued*



Identifying

5. What did the Sixteenth Amendment allow?



Analyzing

6. Why was the tax on individual incomes passed by Congress considered fairer than other kinds of taxes?

Conservation Commission. The commission took the first survey of the country's natural resources.

William Howard Taft

No U.S. president had ever served more than two terms. Roosevelt decided not to run again in 1908. He chose his friend and fellow Republican William Howard Taft to run for president. Roosevelt thought that Taft would carry on the progressive Republican ideas. Taft easily defeated the Democrat's candidate, William Jennings Bryan.

Taft did carry out many of Roosevelt's policies. The Taft administration won more antitrust cases than Roosevelt had won. Taft also favored safety standards for both mines and railroads.

Taft supported the Sixteenth Amendment. It allowed Congress to tax people's income. Progressives believed income taxes were fairer than other taxes. They hoped a new tax would allow the government to lower tariffs. This would lead to lower prices. This would help poor people. The Sixteenth Amendment was added to the Constitution in 1913. Congress also passed laws so that people who made more money had to pay more tax.

Roosevelt and other progressives were disappointed with Taft. They were unhappy that Taft did not fight for a lower tariff. Taft also changed some conservation policies.

By 1912, Roosevelt was unhappy with Taft. Roosevelt decided to run against him for the Republican presidential nomination. Roosevelt won every **primary**. Primaries are elections that help political parties choose candidates. Taft had the backing of party leaders. Taft also had the support of powerful businesses. Taft won the nomination.

Roosevelt and his supporters formed a new political party called the Progressive Party. The Progressives nominated Roosevelt for president. Roosevelt felt ready to fight, so he said, "I feel as fit as a bull moose!" People then called the party the Bull Moose Party. This split in the Republican Party lost votes for both Taft and Roosevelt. It allowed Democrat Woodrow Wilson to win the election.

President Wilson did not like big government or big business. His program was called the "New Freedom." He asked Congress to pass a lower tariff. This would help foreign companies compete with American companies. President Wilson believed this would force American companies to make better products and to lower prices.

The Progressive Era

Lesson 3 Presidents of the Progressive Era, *Continued*

Congress also passed the **Federal Reserve Act** to regulate banking. The act created 12 regional banks. It was supervised by a central board. Many banks had to join the Federal Reserve System and follow its rules.

Wilson wanted the government to have more control over business. In 1914, Congress set up the Federal Trade Commission (FTC). The FTC's job was to see that corporations traded fairly. Wilson also supported the **Clayton Antitrust Act** of 1914. The government could use this act to fight against trusts.

The government also tried to regulate child labor. Congress passed the Keating-Owen Act of 1916. Goods made by children in one state could not be sold in other states. This law was struck down two years later.

The public began to lose interest in progressive ideas. Americans were more concerned with world affairs. By 1914, war was beginning in Europe.

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Check for Understanding

What part did the Progressive Party play in the presidential election of 1912?

Why do you think there was a shift in interest from progressive reform to world affairs at the end of Wilson's first term?

Reading Check

7. How did Roosevelt's run for the presidency affect the election of 1912?

Explaining

8. Why did Wilson support lower tariffs?

FOLDABLES®

9. Place a three-tab Foldable along the dotted line to cover Check for Understanding. Write the title *Progressive Presidents* on the anchor tab. Label the tabs *Roosevelt*, *Taft*, and *Wilson*. On both sides of the tabs, list what you remember about the successes of each. Use your Foldable to help answer Check for Understanding.

The Progressive Era

Lesson 4 Excluded From Reform

ESSENTIAL QUESTION

What are the causes and consequences of prejudice and injustice?

GUIDING QUESTIONS

1. *What problems did members of ethnic and religious groups face?*
2. *How did minority groups react to discrimination?*

Terms to Know

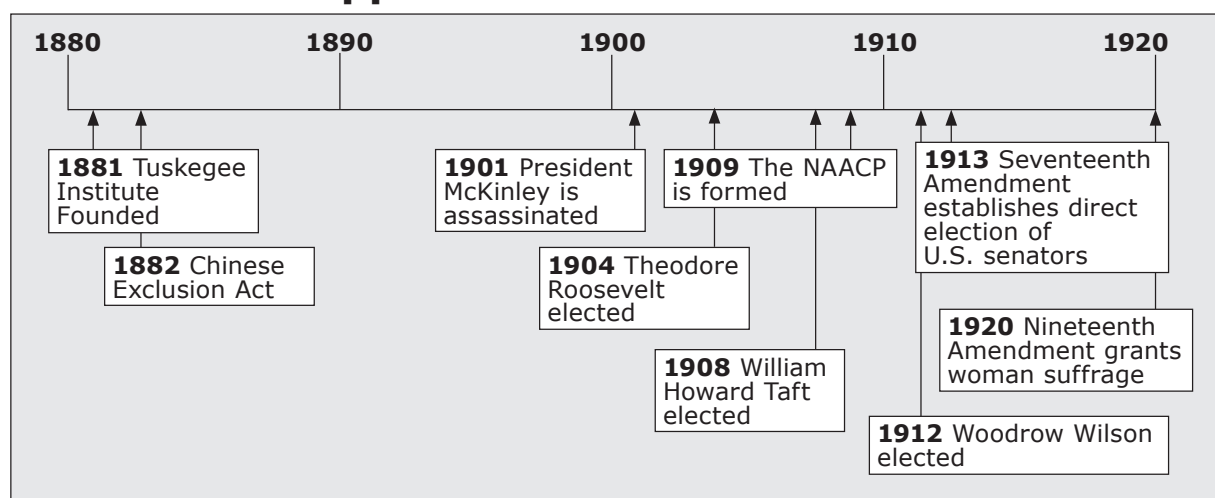
discrimination unfair treatment of a person or group, usually because of prejudice about race, ethnic group, religion, age group, or gender

segregation separation of one group from another

mutualistas aid groups for Mexican Americans

barrios Mexican neighborhoods

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now ...		Later ...
	Who was "protected" by the American Protective Association?	
	What was the "Gentleman's Agreement"?	
	What were some of W.E.B. DuBois' accomplishments?	

The Progressive Era

Lesson 4 Excluded From Reform, *Continued*

Prejudice and Discrimination

Many Americans born in the United States were white and Protestant. People who were not white and Protestant often faced **discrimination**. *Discrimination* means they received unequal treatment. Immigrants faced discrimination. The government did little to stop discrimination in the 1800s.

Some Americans faced discrimination because of their religion. Some Protestant Americans felt that Catholic immigrants threatened the "American" way of life. The American Protective Association (APA) was created in 1887. Its members would not hire or vote for Catholics.

Many Jewish immigrants came to the United States to escape discrimination in their homelands. Many were treated unfairly in the United States. Some landlords, employers, and even schools discriminated against Jews.

People also faced discrimination based on their race. Asians were not treated fairly in many Western states. Many white Americans thought that Chinese immigrants took jobs from them. They thought this because the Chinese worked for lower pay. Congress passed the Chinese Exclusion Act in 1882. The act stopped Chinese immigrants from coming to the United States.

Japanese immigrants came to the United States for work. There were many jobs in the West. California passed laws against Asians. They were not allowed to buy land. Other Western states passed laws like these. President Theodore Roosevelt made an agreement with Japan in 1907. It was called the Gentlemen's Agreement. It allowed fewer Japanese immigrants to come to the United States. This did little to stop anti-Japanese feelings, however.

African Americans also faced discrimination in the North and the South. African Americans did not have the same rights as white citizens.

Most African Americans lived in the South. Some worked on farms. Others had low-paying jobs in cities. African Americans were separated from white people. They had their own neighborhoods, schools, parks, restaurants, and theaters. The Supreme Court made **segregation** legal in 1896. Segregation means that groups of people are separated. The case of *Plessy v. Ferguson* allowed "separate but equal" places for blacks and whites. Most places were not equal at all.

The Ku Klux Klan was a terror group. The Klan wanted America to be white and Protestant. They lashed out against African Americans. They also did not like



Mark the Text

1. Underline the definition of *discrimination*.



Explaining

2. Explain the reason that the Congress passed the Chinese Exclusion Act.



Defining

3. What is the meaning of *segregation*?



Reading Check

4. Which Supreme Court decision made segregation legal?

The Progressive Era

Lesson 4 Excluded From Reform, *Continued*



Listing

5. List five groups of people, besides women, who were targets of discrimination in the late 1800s and early 1900s.



Sequencing

6. Which group came before the NAACP?

immigrants and other minorities. The number of Klan supporters grew. Many Klan members were from the North as well as the South.

The country had economic problems in 1893 and 1907. Many people lost their jobs. Whites often took out their anger on minorities. Whites lynched more than 2,600 African Americans between 1886 and 1916. Most lynchings happened in the South. Some Chinese immigrants were lynched in the West.

Seeking Equal Opportunity

Some reformers had biased, or prejudiced views. These reformers did not believe everyone was equal. Some reforms only helped certain groups of people.

Trade unions would not allow some people to become members. This included African Americans, women, and immigrants. The unions tried to get better working conditions for skilled workers. They did not help many unskilled workers.

Minorities were not allowed to join many progressive groups. African Americans, Native Americans, Mexican Americans, and Jewish Americans created their own groups. They had to fight to be treated fairly on their own.

African Americans rose to the challenge. Booker T. Washington was born into slavery. He taught himself to read. He created the Tuskegee Institute in Alabama in 1881. The school taught African Americans farming and business skills.

Washington felt that African Americans needed more economic power. He thought that it would help African Americans win civil rights. He created the National Negro Business League to help African American businesses.

W.E.B. Du Bois also worked for civil rights. He was the first African American to earn a doctoral degree from Harvard University. He believed the right to vote was important. Du Bois thought that it could end discrimination, stop lynching, and gain better schools.

Du Bois helped start the Niagara Movement in 1905. The movement wanted equal opportunity for African Americans. It wanted to stop discrimination. It also wanted to end legal segregation. The movement led to the creation of the National Association for the Advancement of Colored People (NAACP) in 1910. The NAACP fought for civil rights for African Americans throughout the twentieth century.

The Progressive Era

Lesson 4 Excluded From Reform, *Continued*

African American women also created groups. These groups also wanted to end discrimination. The National Association of Colored Women tried to stop violence against African Americans.

Ida B. Wells wrote a book called *A Red Record*. She explained that white people most often lynched successful African Americans. Other lynching victims had businesses that competed against white businesses. Congress did not pass an anti-lynching bill. Still, the number of lynchings dropped because of Wells and other activists.

Native Americans also faced discrimination. They created the Society of American Indians. It was created to make life better for Native Americans. They taught whites about native cultures. One leader was Dr. Carlos Montezuma. He showed people how the government treated Native Americans unfairly. Montezuma believed Native Americans needed to make their own way in white society.

The Mexican American population quickly grew in the early 1900s. Many Mexicans came to the United States. They were escaping fighting and economic problems in Mexico. Mexican Americans created **mutualistas**, or aid groups. They provided insurance and legal help. Some promoted Mexican American rights. Mutualistas tried to improve **barrios**, or Mexican neighborhoods. They helped the poor and tried to solve problems such as overcrowding.

Jewish Americans also faced prejudice. To stop discrimination they created groups such as the American Jewish Committee and the Anti-Defamation League. Many of these groups continue their work today.

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Check for Understanding

Name two organizations that minorities created to protect their rights.

How did the organizations you named help minorities?



Mark the Text

- Underline an action of Ida B. Wells to fight against lynching.



Defining

- What were *mutualistas*?



- Use a two-tab Foldable and cut the tabs in half to make four tabs. Place it to cover Check for Understanding. Write *Actions Against Prejudice* on the anchor tab. Label the tabs *Asian Americans*, *African Americans*, *Native Americans* and *Mexican Americans*. Use both sides of the tabs to list words and phrases about actions taken to counter prejudice. Use your Foldable to help answer Check for Understanding.