

Reform in the Progressive Era (1890–1920)

Overview

Description

By the end of the 19th Century, the US had become a leading industrial nation. However, many citizens claimed that our social and political growth had not kept pace. Many individuals began calling for social and political changes. These demands led to a variety of reforms that drastically altered the social, economic, and political fabric of American society.

Final Product: Students will research and analyze the causes and effects of a given reform during the Progressive Era. They will create a PowerPoint presentation and write a 1–2 page essay in which they describe the reform, including its characteristics, the problem(s) it addressed, what it accomplished, and what it looks like today. Students must cite appropriate sources.

Subject

US History

Task Level

Grade 11

Objectives

Students will:

- Identify and analyze the main idea(s) and point(s) of view in sources.
- Categorize economic, social, and political reforms from the Progressive Era.
- Gather, organize, and display results of research, and cite sources appropriately.
- Relate the long-term effectiveness of a reform to current events.
- Present a final product, using technology to communicate and display findings.
- Write clearly and coherently, using standard writing conventions.

Preparation

- Read the Instructor Task Information and the Student Notes.
- Prepare student copies of the Student Notes, *Reforms of the Progressive Era* handout, and *Reforms of Progressive Era Research Chart* handout.
- Select an image to use in the Getting Started section to introduce the topic. For example, a Jacob Riis or Lewis Hine photograph or a relevant political cartoon

from the period would be appropriate. See the following website for options, <http://www.archives.gov/education/lessons/election-cartoons/> or google “progressive era cartoon images.”

Prior Knowledge

- Students must be able to use the Internet or other sources to do research.
- Students must know how to evaluate sources of information for bias and accuracy.
- Students must be able to use a digital slideshow program, like PowerPoint, to demonstrate their knowledge.

Key Concepts and Terms

- Antitrust
- Conservation (federal lands)
- Initiative
- Industrial regulation
- Muckrakers
- Political machines
- Progressivism
- Prohibition
- Recall
- Referendum
- Reform
- Settlement houses
- Suffrage
- Temperance
- Trustbusters
- Unionism

Time Frame

Allow a one-hour long class period for the introduction to the assignment, including the class discussion about the Progression Era image. In this class meeting, have students categorize the reforms and choose one to research. Allow one week for research (some may be done during class time at your discretion). During this week of research, check in with students to evaluate progress. Following research, allow three to four days for students to write their essays and create the PowerPoint presentations. Class time will then need to be allotted for students to present, which may take two to three days, depending on the size of the class and length of the presentations. This assignment can be modified to meet the needs of different classroom schedules and student ability levels.

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Identify and analyze the main idea(s) and point(s) of view in sources.

Procedure

1. Display the chosen photographs and/or political cartoons depicting a social, economic, or political issue of the Progressive Era, and have students identify the problem that is the focal point of the image.
2. Have students predict a reform that would rectify the problem, and discuss as a class.

Investigating

Learning Objectives

Students will:

- Categorize economic, social, and political reforms from the Progressive Era.
- Gather, organize, and display results of research, and cite sources appropriately.

Procedure

1. Distribute a copy of the *Reforms of the Progressive Era* handout.
2. Have students work in pairs to examine the reform movements on the handout and categorize each as a political, economic, or social reform.
3. Direct each student to select a reform on which to focus in greater depth. Students should obtain your approval for their choices to ensure breadth across the list of Progressive Era reforms.
4. Have students research their chosen reform. Distribute the *Reforms of the Progressive Era Research Chart* handout. They will use it to organize their information. Have them consider these points and take notes as they do their research.
 - a. What problem did the reform address?
 - b. What were the various points covered by the reform?
 - c. When was the reform enacted?
 - d. If there was opposition to the reform, describe it.

- e. How did the reform change or solve the problem?
- f. To what extent does this reform impact the US in the 21st century?

Drawing Conclusions

Learning Objectives

Students will:

- Gather, organize, and display results of research, and cite sources appropriately.
- Relate the long-term effectiveness of a reform to current events.
- Present a final product using technology to communicate and display findings.
- Write clearly and coherently using standard writing conventions.

Procedure

1. Have students synthesize their research and draft a 1–2 page essay describing the roots of the reform, the details of the reform, and its short- and long-term effects.
2. Have students organize their information to create a PowerPoint presentation that succinctly encapsulates their findings.
3. Schedule time for students to share their presentations with the class.
4. After presentations conclude, hold a discussion about the Progressive Era reforms presented by the students and the impact of these reforms on the United States in the 21st Century.
5. Collect students' essays.

Scaffolding/Instructional Support

The goal of scaffolding is to provide support to encourage student success, independence, and self-management. Instructors can use these suggestions, in part or all together, to meet diverse student needs. The more skilled the student, however, the less scaffolding that he or she will need. Some examples of scaffolding that could apply to this assignment include:

- Provide students with a list of online resources to direct their research.
- Schedule one-on-one time to meet with students during the research and writing phase.
- Supply an example of a political, social, and economic reform if students need help differentiating.
- Provide an example of a completed research chart on which students can model their analyses.
- Have students work with you to review their essay drafts prior to turning them in.

Solutions

The information below is intended to help you assess students' final work products. It may not represent all possible strategies and ideas. The accompanying scoring guide provides specific examples of ways a student might demonstrate content understanding and mastery of cross-disciplinary skills.

Necessary Elements

- Engaged participation in the group research process.
- Sufficient information gathering on reform being researched.
- Logically organized essay and PowerPoint presentation.
- Clear and detailed arguments supported by research.
- Effective and correct use of language.
- A complete and accurate Works Cited page.

Key Connections

- Students should examine multiple sources and perspectives in order to analyze a Progressive Era reform.
- Students should be able to describe a political, social, or economic problem during the Progressive Era that led to a reform movement.
- Students should be able to describe and analyze the nature of a reform movement and the results of the reform's implementation.
- Students should be able to evaluate the impact of the reform on 21st century America.

TCCRS Cross-Disciplinary Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Key Cognitive Skills</i>			
A.1. Engage in scholarly inquiry and dialogue.	✓	✓	✓
B.1. Consider arguments and conclusions of self and others.	✓	✓	✓
B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.			✓
B.3. Gather evidence to support arguments, findings, or lines of reasoning.		✓	
D.1. Self-monitor learning needs and seek assistance when needed.	✓	✓	✓
D.2. Use study habits necessary to manage academic pursuits and requirements.	✓	✓	✓
D.3. Strive for accuracy and precision.	✓	✓	✓
D.4. Persevere to complete and master tasks.	✓	✓	✓
E.1. Work independently.	✓	✓	✓
E.2. Work collaboratively.	✓	✓	
<i>II. Foundational Skills</i>			
A.5. Analyze textual information critically.	✓	✓	
B.1. Write clearly and coherently using standard writing conventions.			✓
C.2. Explore a research topic.		✓	
C.5. Synthesize and organize information effectively.		✓	✓
C.6. Design and present an effective product.			✓
E.3. Use technology to communicate and display findings in a clear and coherent manner.			✓

TCCRS Social Studies Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Interrelated Disciplines and Skills</i>			
B.2. Identify and evaluate sources and patterns of changes and continuity across time and place.	✓	✓	
B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	✓	✓	
C.2. Evaluate changes in the functions and structures of government across time.			✓
C.3. Explain and analyze the importance of civic engagement.		✓	✓
D.1. Identify and evaluate the strengths and weaknesses of different economic systems.		✓	✓
E.4. Identify and evaluate the sources and consequences of social conflict.	✓	✓	✓
<i>II. Diverse Human Perspectives and Experiences</i>			
A.1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.	✓		
A.2. Evaluate the experiences and contributions of diverse groups to multicultural societies.			✓
B.4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.			✓
B.6. Analyze how individual and group identities are established and change over time.		✓	✓
<i>IV. Analysis, Synthesis, and Evaluation of Information</i>			
A.5. Read narrative texts critically.	✓	✓	
B.1. Use established research methodologies.		✓	
B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.			✓
B.3. Gather, organize, and display the results of data and research.		✓	✓

D.1. Construct a thesis that is supported by evidence.			✓
<i>V. Effective Communication</i>			
A.2. Use conventions of standard written English.			✓

TEKS Standards Addressed

<i>Reform in the Progressive Era - Texas Essential Knowledge and Skills (TEKS): Social Studies, History</i>
<p>113.41.c.3. History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</p> <p>113.41.c.3.A. analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism.</p> <p>113.41.c.3.B. analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business.</p> <p>113.41.c.3.C. analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists.</p> <p>113.41.c.3.D. describe the optimism of the many immigrants who sought a better life in America.</p>
<p>113.41.c.5. History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:</p> <p>113.41.c.5.A. evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments.</p> <p>113.41.c.5.B. evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society.</p> <p>113.41.c.5.C. evaluate the impact of third parties, including the Populist and Progressive parties.</p>
<p>113.41.c.26. Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</p> <p>113.41.c.26.A. explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society.</p> <p>113.41.c.26.C. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.</p>
<p>113.41.c.29. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>113.41.c.29.A. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.</p> <p>113.41.c.29.C. understand how historians interpret the past (historiography) and how their interpretations of history may change over time.</p> <p>113.41.c.29.F. identify bias in written, oral, and visual material.</p>

Reform in the Progressive Era - Texas Essential Knowledge and Skills (TEKS): Social Studies, History

113.41.c.30. Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- 113.41.c.30.A. create written, oral, and visual presentations of social studies information.
- 113.41.c.30.B. use correct social studies terminology to explain historical concepts.

113.41.c.32. Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- 113.41.c.32.A. use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- 113.41.c.32.B. use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Reform in the Progressive Era (1890–1920)

Introduction

By the end of the 19th Century, the US had become a leading industrial nation. However, many citizens claimed that our social and political growth had not kept pace. Many individuals began calling for social and political changes. These demands led to a variety of reforms that drastically altered the social, economic and political fabric of American society.

In this assignment, you will research and analyze the causes and effects of a given reform. You will create a PowerPoint presentation and write a 1–2 page essay in which you describe the reform, including its characteristics, the problem it addressed, what it accomplished, and what it looks like today. You will need to cite your sources and create a Works Cited page in your essay.

Directions

Getting Started

1. Examine the Progressive Era image that your instructor presents. Take part in a discussion about the social, political, or economic problem that is the focal point of the image.
2. Predict a reform that would rectify the problem and take part in the class discussion about potential reform movements.

Investigating

1. Work with a peer to examine the reform movements listed on the *Reforms of the Progressive Era* handout, and categorize each as a political, economic, or social reform.
2. Select a reform to examine in greater depth. Obtain approval from your instructor to begin researching the selected reform.
3. Begin researching the reform. Take notes on the *Reforms of the Progressive Era Research Chart* handout as a way to organize your information. Consider the following points as you gather information.
 - What problem did the reform address?
 - What were the various points covered by the reform?
 - When was the reform enacted?
 - If there was opposition to the reform, describe it.
 - How did the reform change or solve the problem?

- To what extent does this reform impact the US in the 21st Century?

Drawing Conclusions

1. Synthesize your research in order to draft a 1–2 page essay in which you describe the reform, including its characteristics, the problem it addressed, what it accomplished, and what it looks like today. You will need to cite your sources and create a Works Cited page in your essay.
2. Organize your information and create a PowerPoint presentation that encapsulates your findings.
3. Present your findings to the class, summarizing your research on the given Progressive Era reform.
4. Participate in a class discussion about the Progressive Era reforms presented by your classmates and their impact on the United States in the 21st Century.
5. Turn in your essay to the instructor.

Reforms of the Progressive Era

This is a brief list of some of the major reform movements of the late nineteenth and early twentieth centuries.

- Unionism/Rise of unions
- Trustbusting/Antitrust law
- Temperance/Prohibition
- Suffrage
- Pure Food and Drug Act of 1906
- Industrial regulation
- Social reform/Settlement houses
- Political reform
- Conservation/environmentalism
- Federal Reserve Act of 1913

Reforms of the Progressive Era Research Chart

Progressive Era Reform (Name of reform goes here.)		
Problems that led to reform	Details about the reform	Results of the reform
<p>Impact on 21st Century America</p> <div style="height: 200px;"></div>		