

Name: _____

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Score			GradeCam ID			
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
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PROGRESSIVISM: SOCIAL & PRESIDENTIAL

U.S. History – Learning Target Track Sheet

Unit 3: Progressivism

Big Idea Question: How did society work to solve problems created by immigration & urbanization? How did presidents do the same?

<u>Learning Target</u>	<u>Vocabulary</u>
Check #1: I can...	
Check #2: I can...	

THE GOALS OF PROGRESSIVISM – GRAPHIC ORGANIZER

	<u>Protecting Social Welfare</u>	<u>Promoting Moral Efficiency</u>	<u>Creating Economic Change</u>	<u>Fostering Efficiency</u>
<u>Issues/Need for Reform</u> <ul style="list-style-type: none"> - What are the major issues? - Why is there such a need for change? 				
<u>Methods/Attempts at Reform</u> <ul style="list-style-type: none"> - What efforts are made to fix the problems? - What works? What doesn't? 				

Era:

Date:

Name:

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can explain the 4 goals of the Progressive movement and discuss how these goals were attempted to be achieved.

Populism

Goals of the Progressive Movement (or Party)

-
-
-
-

Muckrakers



Efficiency Progressives

Wisconsin

- Recall
- Referendum
- Initiative



17th Amendment –

African American Life

Women's Suffrage Movement

Seneca Falls Convention

19th Amendment –

Social Welfare Progressivism

- Crime
- Illiteracy
- Alcohol Abuse

Temperance

Prohibition

18th Amendment

- Child Labor
- Health & Safety

1911 NY Fire

Triangle Shirtwaist Factory Fire

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

Excerpts from *The Jungle* by Upton Sinclair

Section 1 – Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef-boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss- crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails, – they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef-luggers, who carried two-hundred-pound quarters into the refrigerator-cars; a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be five years. There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. There were those who made the tins for the canned meat; and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not give out and forget himself and have a part of his hand chopped off. There were the "hoisters," as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam; and as old Durham's architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on; which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees. Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor, – for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting, – sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard!

Excerpts from The Jungle by Upton Sinclair

Section 2 – There was meat that was taken out of pickle and would often be found sour, and they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant – a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor – a process known to the workers as "giving them thirty per cent." Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as "Number Three Grade," but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert in the hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade – there was only Number One Grade. The packers were always originating such schemes – they had what they called "boneless hams," which were all the odds and ends of pork stuffed into casings; and "California hams," which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy "skinned hams," which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them – that is, until they had been cooked and chopped fine and labeled "head cheese!"

Excerpts from *The Jungle* by Upton Sinclair

Section 3 – Cut up by the two-thousand-revolutions- a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white – it would be dosed with borax and glycerin, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one – there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water – and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage – but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatin to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

Jungle Questions

1. What is your reaction to the account you've just read?
2. What resonates with you the most? Can you relate or give an example similar to the experiences you've just read?
3. Does the government have the responsibility to do something about these things? Why do you think so?
4. Give some instances when government did not respond to problems like these. What impact did their lack of involvement have on these issues?
5. Can things like this occur today?
 - If you said yes, how would you know? How would you find out?

 - If you said no, how would you know? Who/what would keep this from occurring today?

Presidential Reform Group Readings

Read your assigned section. Form your group and teach your peers what you learned reading your assigned section. Answer the questions below in complete sentence. For defining terms, a brief definition will do.

Teddy Reform

A. What actions and characteristics of Teddy Roosevelt contributed to his reputation as the first modern president?

B. What was significant about the way the 1902 coal strike was settled?

C. What similarities did the Meat Inspection Act and Pure Food and Drug Act share?

D. Summarize Roosevelt's approach to environmental problems.

Define these terms:

- a. Upton Sinclair
- b. The Jungle
- c. Theodore Roosevelt
- d. Square Deal
- e. Meat Inspection Act
- f. Pure Food and Drug Act
- g. conservatism
- h. NAACP

Taft Reform

A. How did Taft's appointee Richard Ballinger anger conservationists?

B. What were the differences between Taft's and Roosevelt's campaign platforms?

C. What might be one of Wilson's first issues as president?

Define the following terms:

- a. Gifford Pinchot
- b. William Howard Taft
- c. Payne-Aldrich Tariff
- d. Bull Moose Party
- e. Woodrow Wilson

Wilson Reform

A. What was the impact of the two antitrust measures?

B. Why were tariff reform and the Federal Reserve System important?

C. Why do you think women won the right to vote in 1920, after earlier efforts had failed?

D. What actions of Wilson disappointed civil rights advocates?

Define the following terms:

- a. Carrie Chapman Catt
- b. Clayton Antitrust Act
- c. Federal Trade Commission (FTC)
- d. Federal Reserve System
- e. Nineteenth Amendment

Presidential Reformers Graphic Organizer

	<u>Teddy Roosevelt</u>	<u>William Howard Taft</u>	<u>Woodrow Wilson</u>
General Description of President			
Successes			
Failures			

Era:

Date:

Name:

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can describe the progressive efforts made by Presidents in the early 20th century.

Assassination of President William McKinley

Enter Teddy Roosevelt – “the accidental President”

Square Deal

1902 Anthracite Coal Miners’ Strike



Trust – Busting

Good vs. Bad

Northern Securities Company

Hepburn Railroad Act

Consumer Protections

Pure Food and Drug Act

Meat Inspection Act



Conservation Efforts

William Howard Taft

Progressive Efforts:

Set-Backs to Progressivism

Angry TR

Election of 1912

4 Candidates / 4 Parties

-
-
-
-

Wilson's New Freedom

Federal Reserve Act

Federal Trade Commission Act

Clayton-Antitrust Act



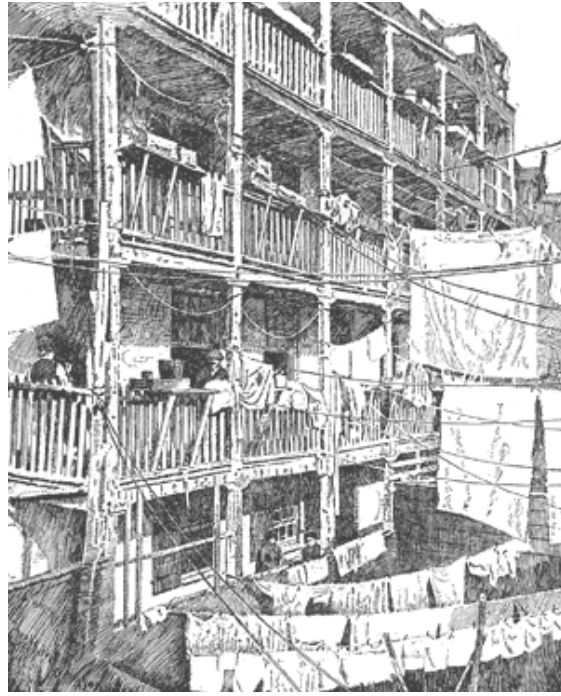
Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

Excerpt from Jacob Riis, *How the Other Half Lives: Studies of the Tenements of New York*

Be a little careful, please! The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. Here where the hall turns and dives into utter darkness is a step, and another, another. A flight of stairs. You can feed your way, if you cannot see it. Close? Yes! What would you have? All the fresh air that ever enters these stairs comes from the hall-door that is forever slamming, and from the windows of dark bedrooms that in turn receive from the stairs their sole supply of the elements God meant to be free, but man deals out with such niggardly hand. That was a woman filling her pail by the hydrant you just bumped against. The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stench. Hear the pump squeak! It is the lullaby of tenement-house babes. In summer, when a thousand thirsty throats pant for a cooling drink in this block, it is worked in vain. But the saloon, whose open door you passed in the hall, is always there. The smell of it has followed you up. Here is a door. Listen! That short hacking cough, that tiny, helpless wail—what do they mean? They mean that the soiled bow of white you saw on the door downstairs will have another story to tell—Oh! a sadly familiar story—before the day is at an end. The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it.

“It was took all of a suddint,” says the mother, smoothing the throbbing little body with trembling hands. There is no unkindness in the rough voice of the man in the jumper, who sits by the window grimly smoking a clay pipe, with the little life ebbing out in his sight, bitter as his words sound: “Hush, Mary! If we cannot keep the baby, need we complain—such as we?”

Such as we! What if the words ring in your ears as we grope our way up the stairs and down from floor to floor, listening to the sounds behind the closed doors—some of quarrelling, some of coarse songs, more of profanity. They are true. When the summer heats come with their suffering they have meaning more terrible than words can tell. Come over here. Step carefully over this baby—it is a baby, spite of its rags and dirt—under these iron bridges called fire-escapes, but loaded down, despite the incessant watchfulness of the firemen, with broken house-hold goods, with wash-tubs and barrels, over which no man could climb from a fire. This gap between dingy brick-walls is the yard. That strip of smoke-colored sky up there is the heaven of these people. Do you wonder the name does not attract them to the churches? That baby’s parents live in the rear tenement here. She is at least as clean as the steps we are now climbing. There are plenty of houses with half a hundred such in. The tenement is much like the one in front we just left, only fouler, closer, darker—we will not say more cheerless. The word is a mockery. A hundred thousand people lived in rear tenements in New York last year. Here is a room neater than the rest. The woman, a stout matron with hard lines of care in her face, is at the wash-tub. “I try to keep the childer clean,” she says, apologetically, but with a hopeless glance around. The spice of hot soap-suds is added to the air already tainted with the smell of boiling cabbage, of rags and uncleanness all about. It makes an overpowering compound. It is Thursday, but patched linen is hung upon the pulley-line from the window. There is no Monday cleaning in the tenements. It is wash-day all the week round, for a change of clothing is scarce among the poor. They are poverty’s honest badge, these perennial lines of rags hung out to dry, those that are not the washerwoman’s professional shingle. The true line to be drawn between pauperism and honest poverty is the clothes-line. With it begins the effort to be clean that is the first and the best evidence of a desire to be honest.



AN OLD REAR-TENEMENT IN ROOSEVELT STREET.

What sort of an answer, think you, would come from these tenements to the question “Is life worth living?” were they heard at all in the discussion? It may be that this, cut from the last report but one of the Association for the Improvement of the Condition of the Poor, a long name for a weary task, has a suggestion of it: “In the depth of winter the attention of the Association was called to a Protestant family living in a garret in a miserable tenement in Cherry Street. The family’s condition was most deplorable. The man, his wife, and three small children shivering in one room through the roof of which the pitiless winds of winter whistled. The room was almost barren of furniture; the parents slept on the floor, the elder children in boxes, and the baby was swung in an old shawl attached to the rafters by cords by way of a hammock. The father, a seaman, had been obliged to give up that calling because he was in consumption, and was unable to provide either bread or fire for his little ones.”

Perhaps this may be put down as an exceptional case, but one that came to my notice some months ago in a Seventh Ward tenement was typical enough to escape that reproach. There were nine in the family: husband, wife, an aged grandmother, and six children; honest, hard-working Germans, scrupulously neat, but poor. All nine lived in two rooms, one about ten feet square that served as parlor, bedroom, and eating-room, the other a small hall-room made into a kitchen. The rent was seven dollars and a half a month, more than a week’s wages for the husband and father, who was the only bread-winner in the family. That day the mother had thrown herself out of the window, and was carried up from the street dead. She was “discouraged,” said some of the other women from the tenement, who had come in to look after the children while a messenger carried the news to the father at the shop. They went stolidly about their task, although they were evidently not without feeling for the dead woman. No doubt she was wrong in not taking life philosophically, as did the four families a city missionary found housekeeping in the four corners of one room. They got along well enough together until one of the families took a boarder and made trouble. Philosophy, according to my optimistic friend, naturally inhabits the tenements. The people who live there come to look upon death in a different way from the rest of us—do not take it as hard. He has never found time to explain how the fact fits into his general theory that life is not unbearable in the tenements. Unhappily for the philosophy of the slums, it is too apt to be of the kind that readily recognizes the saloon, always handy, as the refuge from every trouble, and shapes its practice according to the discovery.

PROGRESSIVISM EXPOSE'

Jacob Riis, as we have learned from *America: The Story of US*, as well as the reading, was a pioneer in progress and reform in early 1900s America. He saw a serious problem in America and devised a creative way to solve that problem. Once Americans began reading his book and seeing the images he took, changes began to occur in American cities.

What problems exist in your world today? Your job is to take pictures of this problem that you have identified and create a visual similar to the page you have just seen.

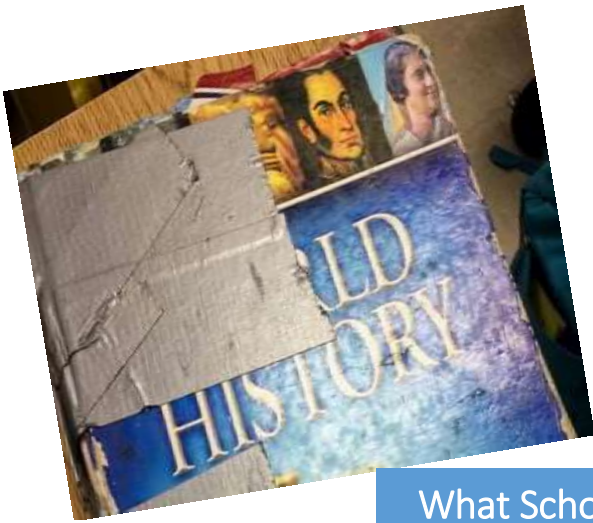
For this project you will need the following:

- A problem that you have identified needs to be solved. (This needs to be a problem specific to your life and culture. An idea might be the condition of textbooks in school.)
- A phone or camera (a way to take a picture and send it)
- Coach Abell's email address – Joshua.abell@jefferson.kyschools.us
- Poster board or extended paper, provided by Coach Abell
- To think in terms of Cause – and – Effect

During your very brief presentation of your visual, you will need to...

- A. Describe the identified problem and what made you think of this
- B. Present the problems in a way that makes the audience empathize with these issues
- C. Use Cause – and – Effect thinking to...
 - i. Describe what caused the problems which you are presenting
 - ii. Explain what effects have emerged as a result of this problem
 - iii. Predict what would positive effects would occur if this problem was solved.

<u>Presentation Criteria</u>	<u>Distinguished</u>	<u>Proficient</u>	<u>Apprentice</u>	<u>Novice</u>
Identification of Causes	Student(s) identifies at least 2-3 causes of the specific content topic. Student provides ample background to topic and examines at least one alternative theory (if plausible.)	Student(s) identifies at least 2 causes of the specific content topic. (OR) Student provides only some background to topic and vaguely examines at least one alternative theory (if plausible.)	Student(s) identifies at least 1 cause of the specific content topic. (AND/OR) Student provides limited background to topic and vaguely examines at least one alternative theory (if plausible.)	Student(s) fails to identify causes of the specific content topic.
Identification of Effects	Student(s) identifies at least 2-3 effects of the specific content topic. Student provides ample background to topic and examines at least one alternative theory (if plausible.)	Student(s) identifies at least 2 effects of the specific content topic. (OR) Student provides only some background to topic and vaguely examines at least one alternative theory (if plausible.)	Student(s) identifies at least 1 effect of the specific content topic. (AND/OR) Student provides limited background to topic and vaguely examines at least one alternative theory (if plausible.)	Student(s) fails to identify effects of the specific content topic.
Predictions Concerning the Topic	Student(s) presents at least 2-3 alternative predictions as to the long-term effect this topic might have on society, history or some combination thereof	Student(s) presents at least 2 alternative predictions as to the long-term effect this topic might have on society, history or some combination thereof	Student(s) presents 1 alternative prediction as to the long-term effect this topic might have on society, history or some combination thereof	Student(s) fails to present any predictions
Accuracy of Content	Content presented by student(s) is accurate with no errors.	Content presented by student(s) is only partially accurate with 1-2 errors	Content presented by student(s) is only partially accurate with 3-4 errors	Content presented by student(s) is too inaccurate to be considered for scoring.
Visual Presentation	The visual presentation includes: @ least 4 pictures, at least two paragraphs of detailed description, a title to their book. All presentation criteria is followed	The visual presentation includes: less than 4 pictures or less than two paragraphs of detailed description, a title to their book. Most presentation criteria is followed	The visual presentation includes: less than 2 pictures or less than one paragraph of detailed description, a title to their book. Only little presentation criteria is followed	The visual presentation lacks many of the requirements of this assignment.
Timeliness	Student(s) submit the presentation by Friday, December 19th and no later than.	-----	-----	Student(s) submit the presentation after Friday, December 19th.



What Schools Don't Want You to Know By Joshua Abell

CHILDREN LEAVE THEIR HOMES DAILY, ANXIOUS AND EXCITED, TO SEE WHAT NEW THINGS THEY WILL DISCOVER ABOUT THE WORLD TODAY. UPON ARRIVING AT SCHOOL, THEY ARE GREETED, HAPPILY, BY THEIR TEACHER... ONLY TO FIND THEIR TEXTBOOKS IN THIS CONDITION.

BAD, POOR CONDITIONED TEXTBOOKS ARE A GROWING PROBLEM IN TODAY'S SCHOOLS. WITH ALL OF THE ATTENTION GOING TO APPS, TABLETS, LAPTOPS AND OTHER TECHNOLOGY, TEXTBOOK USE IS DYING. BUT WHAT ABOUT THE STUDENTS WHO LEARN WITH THESE BOOKS? HOW IS A STUDENT EXPECTED TO COMPETE IN THIS WORLD WITH THESE TECH-FRIENDLY STUDENTS OF THE 21ST CENTURY, IF THEIR ONE RESOURCE (TEXTBOOK) IS FALLING APART ON THEM?

