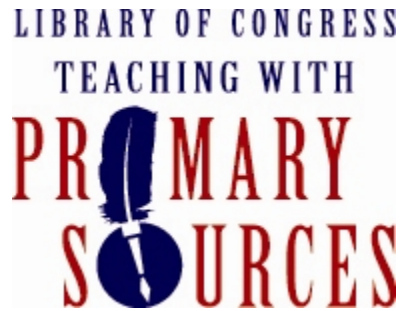


Waynesburg University TPS Unit Outline



Title of Learning Unit: The Progressive Era

Subject(s): American History

Grade Level/Range: 11- 12

Overarching Goal/Concept/Skill:

This unit focuses on the Progressive Era. Throughout the unit, students will be able to identify key figures, turning points, important social, economic, and political changes. At the completion of the unit, the students will have a general understanding of the transformation that occurred during the Progressive Era.

Overview:

The purpose of this unit is to have the students develop a firm understanding of the Progressive Era. This will be achieved through lectures, class discussions, and use of primary source documents. The primary source material in this unit range from pictures, to political cartoons, video, and audio clips. In the unit the students will be able to make connection between the lessons and will be able understand how they relate to each other.

Written By: Stefan Chaussard

Date: March 28, 2010

Pre-instruction Assessment:

The students pre-existing knowledge will be assessed using a quiz consisting of ten multiple choice questions about the Progressive Era

Waynesburg University TPS Unit Outline

Progressive Era Pre-Quiz

Directions: Answer the following multiple choice questions by circling one answer for each question. Take your time, and check over your answers. When you have finished turn over your quiz.

1. All of these were progressive goals EXCEPT?
 - a. Social welfare
 - b. Economic reform
 - c. Downsizing government
 - d. Reforming government

2. One aspect of Roosevelt's square deal was?
 - a. Civil rights for African Americans
 - b. Breaking up corporate trusts
 - c. Cuban independence
 - d. Voting rights for women

3. President William Howard Taft?
 - a. Was a very popular president
 - b. Abandoned the progressive agenda
 - c. Allied himself with Democrats
 - d. Broke up more trusts than Roosevelt

4. During the Wilson presidency, all of the following were achieved EXCEPT?
 - a. Improvement of U.S. banking system
 - b. Increased power over monopolies
 - c. Women's suffrage
 - d. Civil rights for African Americans

5. What third party did Roosevelt run for in the 1912 Presidential Election?
 - a. Green Party
 - b. Knownothing party
 - c. Bull Moose Party
 - d. American Socialist Party

6. In the early 20th century, muckrakers were able to influence American society through their?
 - a. frequent acts of civil disobedience
 - b. publication of articles and books
 - c. activities as government officials
 - d. control over factories

Waynesburg University TPS Unit Outline

7. She exposed the business practices of John D. Rockefeller in her attack on the Standard Oil Company?
 - a. Jane Addams
 - b. Ida Tarbell
 - c. Upton Sinclair
 - d. Carrie Catt

8. From 1880 to 1920 the majority of immigrants coming to America were from?
 - a. Northern and Western Europe
 - b. South America
 - c. Southern and Eastern Europe
 - d. Eastern and Western Europe

9. What was the first National Park?
 - a. Allegheny National Forest
 - b. Yosemite National Park
 - c. Grand Canyon National Park
 - d. Yellowstone National Park

10. This place was called the Ellis Island of the West?
 - a. Angel Island
 - b. Alcatraz Island
 - c. The Hawaiian Islands
 - d. Wake Island

Waynesburg University TPS Unit Outline

Lesson #1

Title of Lesson: Working Conditions, Corruption, and Muckrakers

Overview of Lesson:

In this lesson, students will learn about working conditions around the turn of the century, trusts, and muckraking. Primary Source documents will be used to help students understand the working conditions and assist them in making connections between the main points of the lecture.

The teacher will use primary sources to give the students a visual of the working conditions. The students will be able to make the connections between the main points of the lecture.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.3.12 Grade 12

A. Identify and evaluate contributions of individuals and groups to United States history from 1890 to present

- political leaders
- military leaders
- cultural and commercial leaders
- innovators and Reforms

Investigative Question/Overall Goal:

The students will be able to make connections between the working conditions, corruption as well as muckraking, and the Progressive Movement.

Objective(s):

1. The students will analyze and understand the working conditions that were present in many industries in American around the turn of the 20th century.
2. The students will be able generalize the corrupt business practices of the era.
3. The students will be able to define what a Muckraker is, and understand their role in history.

Materials:

Print Sources:

1. Whither, old woman, whither so high-- to rake the cobwebs from the sky?

Online Collections/Exhibits/Websites:

1. Photographs from the Detroit Publishing Company
2. Photographs from the Chicago Daily News

Waynesburg University TPS Unit Outline

During Instruction

Motivator/Anticipatory Set:

To begin the lesson, the teacher will place a copy of *“Whither, old woman, whither so high-- to rake the cobwebs from the sky?”* on each students desk. He/she will instruct the students to pair up with the student setting next to them, and then to analyze and discuss the picture. The teacher will ask the students to write a short paragraph answering the question, “What do you feel is the point that cartoon is trying to make?”

- This information will be used later in the lesson when the discussion begins about Muckrakers. Teachers should write the instructions on the board and remind students that their work will be collected at the end of the period.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
The teachers will begin the lecture by introducing the main points of the progressive era.	Why would it be important to have the support of the middle class?	Construct
After introducing progressive era the teacher will present to the students the working conditions, and specific accidents that occurred inside American’s factories, and coal mines around the turn of century. In this section of the lesson, the teacher will use primary sources to provide a visual of these conditions, and events. Some of the first handout accounts come from the Department of Labor’s website.	What do you think is the biggest reason for such unsafe work environment?	Wonder
Next, the teacher will define what a trust is and the unethical business practices that these companies took part in.	Do you think a trust or monopoly is good for the consumer?	Wonder

Waynesburg University TPS Unit Outline

<p>In this section of the lesson, the teacher will define what a muckraker is, and then led a class discussions about the political cartoon presented in the Motivator/Anticipatory Set activity.</p>	<p>What do you think this political cartoon is about?</p>	<p>Connect</p>
<p>Then, the teacher will give specific examples of Muckraking: <i>History of the Standard Oil Company, Making Steel and Killing Men</i>, and the <i>Jungle</i>. In this part of the lesson, the teacher will use primary sources to give the students a visual of what an oil field looked like, and also of the meat packing industry in Chicago.</p>	<p>What do you believe inspired the Muckrakers to expose the dark side of America?</p>	<p>Connect</p>

Closure:

The teacher will review with the students meaning of the political cartoon, and review the information covered in the lecture.

Inclusion Techniques for Students with Special Needs:

Enrichment:

For an enrichment activity, students will read the muckraking works discussed in the lesson, and design a book cover. Students will then write a brief summary of the work, and a bibliography of the author.

Modifications/Accommodations:

To accommodate special needs students, the teacher can print a copy of the powerpoint with a lined section for taking notes.

Assessment of Student Learning

Formal Assessment:

The students will be formally assessed on the information covered on unit exam given after the fifth lesson.

Informal Assessment:

The students will be assessed informally by their participation in class. This will be based off of the teacher's observation. They will also be assessed on the completion of the Motivator/Anticipatory Set activity.

Waynesburg University TPS Unit Outline

Lesson #2

Title of Lesson: Immigration

Overview of Lesson:

In this lesson, the students will learn about immigration in the United States during the Progressive Era. To help the students better understand the experience immigrants had, students will listen to interviews of immigrants from the Library of Congress. The students will analyze the interviews, and compare and contrast the different experiences.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

- 8.1.12. Grade 12
- D. Synthesize Historical Research
 - Historical Event
 - Facts, folklore, and fiction
 - Historical questions
 - Primary sources
 - Secondary sources
 - Conclusions
 - Credibility

Investigative Question/Overall Goal:

In this lesson, students will become aware of the different ethnic groups and the reasons they came to America.

Objective(s):

1. The students will be able to generalize the significance of Ellis Island and immigration on the east coast.
2. The students will be able to generalize the significance of Angel Island and immigration on the west coast.
3. The students will draw upon primary sources to develop an understanding of the experiences an immigrant had.

Materials:

Print Sources:

1. PowerPoint
2. The Saranoff Family Embraces America,
3. Henry Boucher, French Canadian Textile Worker,
4. Louis T., "I Sell Fish,"
5. Adam Laboda, Polish Textile Worker,
6. Steve Comeau, French Canadian Immigrant
7. An Interview with Roland Damiani.

Waynesburg University TPS Unit Outline

Online Collections/Exhibits/Websites:

1. Progressive Era to New Era
2. American Life Histories Manuscripts from the Federal Writers Project
3. Panoramic Photographs

During Instruction:

Motivator/Anticipatory Set:

To open the lesson, the teacher will play a video titled *Arrival of emigrants [i.e. Immigrants], Ellis Island* for the students. The video shows immigrants arriving at Ellis Island.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
The teacher will give a short lecture using a PowerPoint providing a general understanding of immigration in America between 1880- 1920.	Why do you there were restrictions place on Asian migrants and not European immigrants?	Wonder

Waynesburg University TPS Unit Outline

<p>After the lecture is finished the teacher will break the students up into six groups. Then the teacher will give each group one of the following interviews to read aloud in their groups (Each student should have their own copy): <i>The Saranoff Family Embraces America</i>, <i>Henry Boucher, French Canadian Textile Worker</i>, <i>Louis T., "I Sell Fish," Adam Laboda, Polish Textile Worker</i>, <i>Steve Comeau, French Canadian Immigrant</i>, and <i>An Interview with Roland Damiani</i>.</p>	<p>What types of barriers might immigrants encounter when coming to America?</p>	<p>Construct</p>
<p>Once the students have finished reading, the teacher will assign each group to a section on the board. Students will then write a summary of the interview in a bulleted list. The teacher will also pass out a handout that will provide the students with some guidelines for how they should summarize the interview.</p>	<p>What could have differently the immigrants in the interviews to improve their transition into American society?</p>	<p>Investigate</p>
<p>After the students have finished writing their summaries the teacher will call on each group to present their information to the class.</p>		<p>express</p>
<p>When the students have finished presenting, begin a class discussion where the students will compare and contrast the similarities and differences between each experience the immigrants had.</p>		<p>connect</p>

Closure:

At the end the class, the teacher will give each student a "Written Document Analysis Worksheet." Review the different sections of the worksheet and explain that they are to analyze the interviews they were given in the group activity.

Inclusion Techniques for Students with Special Needs:

Enrichment:

Students will take a look at the Ellis Island website, and document their family's journey to America.

Modifications/Accommodations:

Waynesburg University TPS Unit Outline

Students with special needs will be provided with a point out of notes, and their groups will read the interview aloud.

Assessment of Student Learning

Formal Assessment:

The students will be formally assessed on the information covered on unit exam given after the fifth lesson.

Informal Assessment:

The students will be assessed informally by the teacher's observations of how well they work together in their groups, on their participation in the class discussion, and on the completion of the "Written Document Analysis Worksheet."

Waynesburg University TPS Unit Outline

Lesson #3

Title of Lesson: Roosevelt and Reform

Overview of Lesson:

In this lesson, students will learn background information about Theodore Roosevelt and the key events during his presidency, and reforms enacted while he was in office. This lesson will be presented in lecture style using a power point, and short discussions during the lecture.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.3.12 Grade 12

A. Identify and evaluate contributions of individuals and groups to United States history from 1890 to present

- political leaders
- military leaders
- cultural and commercial leaders
- innovators and Reforms

Investigative Question/Overall Goal:

In this lesson students will understand the importance of Theodore Roosevelt in the progressive movement, and in transforming the country.

Objective(s):

1. The students will develop an understanding of Theodore Roosevelt and his road to the presidency through lecture and visual use of primary sources.
2. The students will be able to summarize Roosevelt's policy on trusts.
3. The students will be able to generalize the Coal Strike of 1902 through lecture, discussion, and visual support from primary sources.
4. The student will have a firm understanding of the major points of the Square Deal.

Materials:

Online Collections/Exhibits/Websites:

1. History of the American West
2. America from the Great Depression to World War II: Photographs from the FSA-OWI
3. Detroit Publishing Company Photograph Collection
4. Theodore Roosevelt on Film

Waynesburg University TPS Unit Outline

DURING INSTRUCTION:

Motivator/Anticipatory Set:

The teacher will go over the "Written Document Analysis Worksheet," from the last class to make sure that the students have filled it in correctly.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
In the first segment of the lesson the teacher will discuss background information about Theodore Roosevelt, and his assent to the presidency. The primary source in this segment includes a picture of the rough riders, illustration of President McKinley's and video of the events shortly after President McKinley was shot.	Why was TR "kicked upstairs" if he was doing such a good job cleaning up the Republican party?	construct
Next, the teacher will lecture about Roosevelt's policies on trust companies.	How can there be "good" and "bad" trusts?	construct
The teacher will continue the lesson by discussing the Coal Strike of 1902. Primary sources will be used to give the students a visual of the events of the strike.	Why was it a good a idea for the union to corporate with the President?	construct
During the last portion of the lecture the teacher will discuss with the students five acts of Roosevelt's the Square Deal.	Do we still benefit from the Square Deal over a hundred years later?	connect
Finally, teacher will begin a discussion with the students about Roosevelt's actions as President, specifically focusing on the question, Did he abused his executive powers to get what he wanted or were his actions justifiable?	Do you think did TR abused his executive powers to get what he wanted or were his actions justifiable?	reflect

Closure:

With the time remaining class the teacher will review information covered in the lesson.

Inclusion Techniques for Students with Special Needs:

Enrichment:

Waynesburg University TPS Unit Outline

The gifted students will have an optional movie discussion during lunch period. The discussion would be broken-up over two days. On the first day the students would watch *Teddy Roosevelt: An American Lion*, and on the second day the students would discuss the film.

Modifications/Accommodations:

To accommodate special needs students a copy of the PowerPoint with a lined section for taking notes will be provided.

Assessment of Student Learning

Formal Assessment:

The students will be formally assessed on the information covered on unit exam given after the fifth lesson.

Informal Assessment:

The students will be informally assessed based on the teacher's observations and on their participation in the class discussion.

Waynesburg University TPS Unit Outline

Lesson #4

Title of Lesson: Woman's Suffrage

Overview of Lesson:

To begin this lesson, the teacher will give a brief lecture about the Woman's Suffrage Movement. The students will then be presented with two articles from the early 1900's that deal with Woman's Suffrage. Using the two articles as resources, students will debate the following topic. Topic- Should women be given the right to vote?

PRE-INSTRUCTIONAL PLANNING

PA Standard:

- 8.1.12. Grade 12
- D. Synthesize Historical Research
 - Historical Event
 - Facts, folklore, and fiction
 - Historical questions
 - Primary sources
 - Secondary sources
 - Conclusions
 - Credibility

Investigative Question/Overall Goal:

In this lesson, students will research and analyze the Woman's Suffrage Movement using primary source documents.

Objective(s):

1. The students will be able to give a generalization of the Woman's Suffrage Movement.
2. The students will be able to identify reasons for why woman should vote.
3. The students will identify counter arguments for why women should have the right to vote.

Materials:

Print Sources: (Include reference to any handouts or worksheets.)

1. The Remonstrance
2. Why Women Should Vote

Online Collections/Exhibits/Websites:

1. Votes for Women: Selections from the National American Woman Suffrage Association Collection
2. Progressive Era to the New Era

Waynesburg University TPS Unit Outline

DURING INSTRUCTION:

Motivator/Anticipatory Set:

The teacher will have "What is women's suffrage?" written on the board. Students will need to answer the question by writing a few sentences. When all students are completed begin a class discussion calling on several students to share their answers.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
The teacher will first present a brief lecture about woman's suffrage. The lecture will start by defining woman's suffrage for the students. The teacher will then show a power point while completing the lecture.	What is Woman's Suffrage?	Wonder
Throughout the PowerPoint and lecture, background information the women's suffrage movement will be presented.	How do you think a increase number of women in the work force affected the Woman's Suffrage Movement?	Construct

Waynesburg University TPS Unit Outline

<p>Next, the teacher will divide the students into two groups. One group will be given The <i>Remonstrance</i> article, and the other group will be given the <i>Why Women Should Vote</i> article. A short discussion introduction about each of the articles will be provided before the students are given time to read in their groups.</p>	<p>What group or group of people to do think did not want women to be given the right to vote?</p>	<p>Construct</p>
<p>After students have had time to read the article, the teacher will explain that The <i>Remonstrance</i> article group will debate why women should not be granted the right to vote. The students that received the <i>Why Women Should Vote</i> article will debate why women should be granted the right to vote. The students will be given the remainder of the class period and the following class period to prepare their debate. Using resources from the Library of Congress each group must outline a least three key points supporting their side of the argument. Each group will need to select three speakers to debate their groups findings and supporting evidence.</p>		<p>Investigate</p>
<p>The teacher will then explain the format of the debate. Each group will have an opportunity to present a point. Once an argument is presented, the other the groups will have time to organize a counter argument. After both sides have had the opportunity to debate and present their evidence the floor will be opened up 2 minutes in which anyone from both groups can speak. After the discussion segment the cycle repeats itself. Also the teacher will flip a coin to determine which group will present first.</p>		<p>Express</p>

Closure:

To end class, the teacher will review the points that each group made during the debate, and will give a brief lecture about the 19th Amendment.

Waynesburg University TPS Unit Outline

Inclusion Techniques for Students with Special Needs:

Enrichment:

For enrichment the student can select a book on woman's suffrage. Optional books are *The Ladies of Seneca Falls: the birth of the woman's right movement* by Miriam Gurko, *Century of Struggle: the woman's rights movement in the United States* by Eleanor Flexner, and *Iron-Jawed Angels* by Linda Ford. After reading the book students will develop a PowerPoint presentation to share with the class discussion what they learned by reading.

Modifications/Accommodations:

Students with special needs will be provided with a copy of the PowerPoint presentation with lines so they are able to take notes during class.

Assessment of Student Learning

Formal Assessment:

The students will be formally assessed on the information covered on unit exam given after the fifth lesson.

Informal Assessment:

The students will be informally assessed on how well they work in their groups, and on their participation in the debate based on the teacher observation.

Waynesburg University TPS Unit Outline

Lesson #5

Title of Lesson: The Republican Split and The Election of 1912

Overview of Lesson:

In this lesson, students will learn about the presidency of Taft, examine the Split in the Republican Party, and analyze the election of 1912. The lesson will be presented in lecture and discussion format. Primary sources will be used to give the students a visual of these issues, and a audio recording of Taft's campaign in 1912.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

8.3.12 Grade 12

A. Identify and evaluate contributions of individuals and groups to United States history from 1890 to present

- political leaders
- military leaders
- cultural and commercial leaders
- innovators and Reforms

Investigative Question/Overall Goal:

The overall goal of this lesson is to make the connections between Taft's presidency, discover what caused a split in the Republican party, and how that split affected the election of 1912.

Objective(s):

1. The students will be able to generalize the important reforms that occurred while President Taft was in office.
2. The students will identify the cause and effects of the Republican Split.
3. The students will be able to summarize the key issues and results of the election of 1912.

Materials:

Print Sources:

1. Biographical sketches of presidential candidates of the Republican Party at the Presidential Primary Election to be held throughout the State of California
2. Biographical sketches of presidential candidates of the Democratic party at the presidential primary election to be held throughout the state of California

Online Collections/Exhibits/Websites:

1. The African- American Experience in Ohio
2. History of the American West

Waynesburg University TPS Unit Outline

3. An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera
4. Theodore Roosevelt on Film
5. Early Motion Pictures
6. Photographs from the Chicago Daily News, 1902-1933

DURING INSTRUCTION

Motivator/Anticipatory Set:

To begin the lesson, students will receive a copy of the “Written Document Analysis Worksheet,” and of the article “William Howard Taft a Big Man.” Students will then complete a worksheet.

Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
The teacher will discuss William Taft, and his reforms. The students will be shown a primary source image of Taft so they are able to understand what he looked like and have an image in their head throughout the lesson.	Was Taft discriminated?	Wonder
The teacher will discuss the Split in the Republican Party, and it's affect on the Republican nomination for president.	Why do you feel Taft support his own man?	Construct
In this section the teacher will discuss with the students the Bull Moose party, and use a video and audio recording to emphasize the key points of the party.	Why do you believe the Progressive Republicans found it necessary to form a third party?	Investigate
In this section the teacher will give each student an copy of two primary sources to help the students develop a better understanding of the candidates in the election.	Who this have influenced your voter?	Investigate
The teacher will compare and contrast the philosophies of Roosevelt and Wilson during the election 1912.	What are the key difference between New Nationalism and new Freedom?	construct
The students will analyze the results of the election through class discussion.	What was the was the main reason Wilson won the election?	express

Waynesburg University TPS Unit Outline

Closure:

To close the lesson, the class will have a mock election. The students will then vote and write a short paper explaining why they selected that individual and use information they learned in class to support their choice.

Inclusion Techniques for Students with Special Needs:

Enrichment:

For enrichment, the students can research other third parties in American history then write a 1 to 2 page paper discussing what they learned.

Modifications/Accommodations:

Students with special needs will be provided with a copy of guided notes for the PowerPoint presentation used with the lecture during class.

Assessment of Student Learning

Formal Assessment:

The students will be formally assessed on the information covered on unit exam given after the fifth lesson

Informal Assessment:

The teacher will informal assess the students on how their participation in class discussion based on the teachers observation.

Waynesburg University TPS Unit Outline

Post-instruction Assessment

Progressive Era Unit Exam

DIRECTION: Answer the following multiple choice questions by circling one answer for each question. Take your time, and check over your answers. When you have finished turn over your quiz.

1. All of these were progressive goals EXCEPT?
 - a. Social welfare
 - b. Economic reform
 - c. Downsizing government
 - d. Reforming government

2. Who wrote "Making Steel and Killing Men?"
 - a. Willaim B. Hard
 - b. William Howard Taft
 - c. Upton Sinclair
 - d. John Mitchell

3. One aspect of Roosevelt's square deal was?
 - a. Civil rights for African Americans
 - b. Breaking up corporate trusts
 - c. Cuban independence
 - d. Voting rights for women

4. Who was the head of the Standard Oil Company?
 - a. John D. Rockefeller
 - b. Woodrow Wilson
 - c. Andrew Carnegie
 - d. John C. Calhoun

5. President William Howard Taft?
 - a. Was a very popular president
 - b. Abandoned the progressive agenda
 - c. Allied himself with Democrats
 - d. Broke up more trusts than Roosevelt

6. During the Wilson presidency, all of the following were achieved EXCEPT?
 - a. Improvement of U.S. banking system
 - b. Increased power over monopolies
 - c. Women's suffrage
 - d. Civil rights for African Americans

Waynesburg University TPS Unit Outline

7. What third party did Roosevelt run for in the 1912 Presidential Election?
 - a. Green Party
 - b. Knownothing party
 - c. Bull Moose Party
 - d. American Socialist Party

8. In the early 20th century, muckrakers were able to influence American society through their?
 - a. frequent acts of civil disobedience
 - b. publication of articles and books
 - c. activities as government officials
 - d. control over factories

9. She exposed the business practices of John D. Rockefeller in her attack on the Standard Oil Company?
 - a. Jane Addams
 - b. Ida Tarbell
 - c. Upton Sinclair
 - d. Carrie Catt

10. From 1880 to 1920 the majority of immigrants coming to America were from?
 - a. Northern and Western Europe
 - b. South America
 - c. Southern and Eastern Europe
 - d. Eastern and Western Europe

11. The Elkin Act and Hepburn Act expanded what government agency power?
 - a. FDA
 - b. ICC
 - c. CIA
 - d. Dept. of Labor

12. What was the first National Monument?
 - a. Devil's Tower
 - b. Yosemite National Park
 - c. Washington Monument
 - d. Yellowstone National Park

Waynesburg University TPS Unit Outline

13. Roosevelt political philosophy during the election of 1912?

- a. New Freedom
- b. New Deal
- c. Square Deal
- d. New Nationalism

14. This place was called the Ellis Island of the West?

- a. Angel Island
- b. Alcatraz Island
- c. The Hawaiian Islands
- d. Wake Island

15. Wilson felt that Roosevelt's New Nationalism represent?

- a. Extreme conservative ideals
- b. Nativitism
- c. Collectivism
- d. Communionsim

16. This Amendment gave women the right to vote?

- a. 14th
- b. 16th
- c. 19th
- d. 20th

Waynesburg University TPS Unit Outline

DIRECTION: Answer the following short answer question write a paragraph between 4-6 sentences.

1. Summarize the general state of working conditions around the turn of the century?
2. Give a description of the events surrounding the Coal Strike of 1902?
3. Identify the major differences between Taft and Roosevelt? (political, personal, and policies)
4. Give a summary of an immigrant's journey to America?
5. Identify the corruption associated with trust?

Waynesburg University TPS Unit Outline

DIRECTION: Answer the following questions by identify the what the picture is and what it relates in the unit in 2-3 sentences.

1.



2.

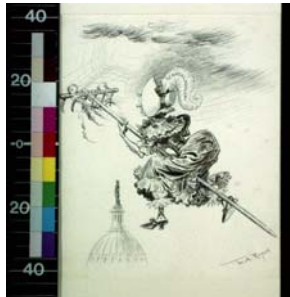
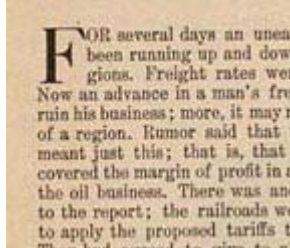



3.





Waynesburg University TPS Unit Outline






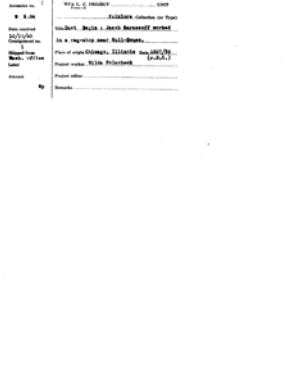
Bibliographic Organizer of Library of Congress Sources

Name of Learning Unit: The Progressive Era		
Created by: Stefan Chaussard		
Date:		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: (Muckrakers)		
	<p>Whither, old woman, whither so high-- to rake the cobwebs from the sky?</p> <p>Rogers, W. A. (William Allen), 1854-1931, artist.</p> <p>Created/Published c1924</p>	<p>http://www.loc.gov/pictures/item/cai1996003030/PP</p>
	<p>The Muckrakers Ida M. Tarbell (1857-1944) Oil War of 1872." <u>Chapter III of the <i>History of the Standard Oil Company</i></u> <i>McClure's Magazine</i>, January, 1903</p> <p><u>Page 2</u> Volume 20 no. 3 <u>General Collections (56.1)</u></p>	<p>http://www.loc.gov/exhibits/treasures/trm140.html</p>
	<p>Iron mills at night</p> <p>Created/Published between 1910-15</p>	<p>http://www.loc.gov/pictures/item/det1994021551/PP</p>



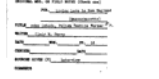

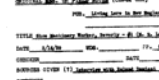
Waynesburg University TPS Unit Outline

	<p>Breaker boys, Woodward Coal Mines, Kingston, Pa..</p> <p>Created/Published 1900</p>	<p>http://www.loc.gov/pictures/item/det1994007312/PP</p>
	<p>Cherry mine disaster, men and soldiers surrounding the main shaft of the St. Paul Coal Company mine in Cherry, Illinois, after a fire</p> <p>Created/Published: 1909</p>	<p>http://www.loc.gov/pictures/item/gb2004004371</p>
	<p>Cherry mine disaster, Illinois, coal mine disaster orphans standing around a table</p> <p>Created/Published: 1909</p>	<p>http://hdl.loc.gov/loc.pnp/pp.print</p>
	<p>Hauls scraper and loads coal</p> <p>Created/Published 1923.</p>	<p>http://www.loc.gov/pictures/item/det1994023013/PP</p>
	<p>48-inch universal plate mill, Homestead Steel Wks. [Works], Homestead, Pa..</p> <p>Created/Published 1908</p>	<p>http://www.loc.gov/pictures/item/det1994020523/PP</p>
	<p>Panoramic picture illustrating the beef industry</p> <p>Created/Published between 1900</p>	<p>http://www.loc.gov/pictures/item/2007663982</p>
	<p>Ohio Steel Works and furnaces, view of west side, 1905].</p> <p>Created/Published: 1905 Created/Published 1906</p>	<p>http://www.loc.gov/pictures/item/2007662629</p>

Waynesburg University TPS Unit Outline

	<p>An Oil field</p> <p>Created/Published between 1900 and 1920</p>	<p>http://www.loc.gov/pictures/item/det1994022034/PP</p>
<p>Lesson #2: (immigration)</p>		
	<p>Ellis Island and Harbor, New York.</p> <p>Created/Published 1900 and 1920</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a24611))</p>
	<p>Inspection room, Ellis Island, New York, N.Y</p> <p>Created/Published between 1900 and 1915</p>	<p>http://lcweb2.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a25609))</p>
	<p>Arrival of emigrants [i.e. immigrants], Ellis Island</p> <p>Created/Published American Mutoscope and Biograph Company, 1906.</p>	<p>http://lcweb2.loc.gov/cgi-bin/query/r?ammem/papr:@filreq(@field(NUMBER+@band(lcmp002+m2a13402))+@field(COLLID+newyork))</p>
	<p>Immigration station, Angel Island, Cal..</p> <p>J. D. Givens</p> <p>Created/Published 1915</p>	<p>http://www.loc.gov/pictures/item/2007660596</p>
	<p>The Saranoff Family Embraces America</p> <p>Hilda Polacheck</p> <p>Created/Published: 1937-38</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/saranoff.html</p>

Waynesburg University TPS Unit Outline

	<p>French Canadian Textile Worker</p> <p>Mr. Guilfoyle</p> <p>Created/Published: 1939</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/boucher.html</p>
	<p>I Sell Fish</p> <p>Hilda Polacheck</p> <p>Created/Published: 1939</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/louist.html</p>
	<p>Adam Laboda--Polish Textile Worker #2</p> <p>Clair W. Perry</p> <p>Created/Published: 1938-39</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/laboda.html</p>
	<p>Steve Comeau, French Canadian</p> <p>Robert Grady</p> <p>Created/Published: 1938-39</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/comeau.html</p>
	<p>Interview with Roland Damiani?</p> <p>Merton R. Lovett</p> <p>Created/Published: 1939</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/damiani.html</p>
<p>Lesson #3: (Theodore Roosevelt and Reform)</p>		
	<p>President Theodore Roosevelt</p>	<p>http://www.loc.gov/pictures/item/2010646570</p>




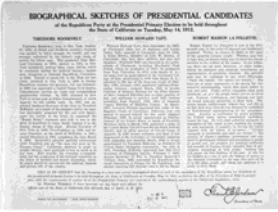
Waynesburg University TPS Unit Outline

	<p>Harry M. Rhoads</p> <p>Created/Published</p>	
	<p>Colonel Roosevelt and his Rough Riders at the top of the hill which they captured, Battle of San Juan</p> <p>William Dinwiddie</p> <p>Created/Published: 1898</p>	<p>http://www.loc.gov/pictures/item/96521936</p>
	<p>Assassination of President McKinley</p> <p>Walker, T. Dart, d. 1914, artist.</p> <p>Created/Published: 1914</p>	<p>http://www.loc.gov/pictures/item/96521677</p>
	<p>Shenandoah, Pennsylvania. John Mitchell, President of the UMWA</p> <p>Created/Published</p>	<p>http://www.loc.gov/pictures/item/965200021881/PP</p>
	<p>Shenandoah, Pennsylvania. A military encampment on the outskirts of the coal mining town showing the town in the background. The militia had been summoned there during the strike.</p> <p>Created/Published 1902</p>	<p>http://www.loc.gov/pictures/item/965200021936/PP</p>
	<p>President Theodore Roosevelt</p> <p>Harry M. Rhoads</p> <p>CREATED/PUBLISHED 1905</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3b18739</p>

Waynesburg University TPS Unit Outline

	<p>Devil's Tower</p> <p>Jackson, William Henry, 1843-1942, photographer</p> <p>Created/Published 1892</p>	<p>http://www.loc.gov/pictures/item/det1994008797/PP</p>
<p>Lesson #4: (Women Suffrage)</p>		
	<p>Official program - Woman suffrage procession, Washington, D.C.</p> <p>Created/Published :1913</p>	<p>http://www.loc.gov/pictures/item/94507639</p>
	<p>Conferring over ratification [of the 19th Amendment to the U.S. Constitution] at [National Woman's Party]</p> <p>Created/ Published: 1919</p>	<p>http://www.loc.gov/pictures/item/2003668342</p>
	<p>The Remonstrance</p> <p>Created/Published</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/remonst.html</p>
	<p>Why women should vote</p> <p>Alice Stone Blackwell</p> <p>Created/Published: 1902</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/whyvote.html</p>
<p>Lesson #5: (Election of 1912)</p>		

Waynesburg University TPS Unit Outline

 <p>WILLIAM H. TAFT A BIG MAN</p> <p>This adjective was the one considered most fitting when the death of lamented John Hay brought before the public attention and for the first time to the secretary of state. It was agreed that the president would have to look out for a "big man."</p> <p>Since Mr. Taft became secretary of war (1901), he has discharged not only the duties of the office, but has had close association with affairs belonging to the state department, among which mention may be made of the Panamanian canal and the Panama canal. It is a matter of course that a cabinet part of Secretary Taft's record is the handling of ex-Chief Minister Wainwright to the reputation of an incompetent.</p> <p>Mr. Taft was selected for the war portfolio because of his knowledge of Philippine matters. From 1895 to 1901 he served as civil governor of the Philippines and while with the natives and at the same time protecting the interests of the United States.</p> <p>Mr. Taft was born in Ohio. He now is quite 55 years old. His father is recorded as "just, cabinet officer and diplomat" and the son has followed him in the same footsteps. Mr. Taft from 1885 to 1890 was judge of the superior court of Ohio and later general of the United States 1892-1900. He has been a cabinet officer, as we mentioned, since 1901. "That he has good judgment in the matter of diplomat should pass without question. It is attested by his skill in dealing with the Philippines, his conduct of business (efficiency, his direction of affairs of state during the absence of Secretary Hay. He is a man of mark, indeed upon a very modest presidential candidate as the next presidential election. Those who wish the presidential candidate as the next presidential election, best of chief justice, seems to have up the very narrative question that he might come out active at this moment. And he has sacrificed perfection leaving thereby that he might help in the satisfactory solution of the Philippine problem."</p>	<p>William Howard Taft A Big Man</p> <p>Cleveland Journal</p> <p>Created/Published: 1905</p>	<p>http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=3921</p>
	<p>President William Howard Taft at Union Station</p> <p>Harry M. Rhoads</p> <p>Created/Published: October 3, 1911</p>	<p>http://hdl.loc.gov/loc.pnp/ggbain.13308</p>
 <p>BIOGRAPHICAL SKETCHES OF PRESIDENTIAL CANDIDATES of the Democratic Party at the Presidential Primary Election to be held throughout the State of California on Tuesday, May 14, 1912.</p> <p>WOODROW WILSON Woodrow Wilson, President of the United States, was born in Virginia, December 28, 1856. He was educated at Princeton University and Johns Hopkins University. He served as Governor of New Jersey from 1901 to 1906 and as President of the United States from 1913 to 1919.</p> <p>CLAYTON B. KENNEDY Clayton B. Kennedy, Governor of California, was born in California, August 1, 1864. He was educated at the University of California and served as Governor of California from 1903 to 1907.</p>	<p>Biographical sketches of presidential candidates of the Democratic party at the presidential primary election to be held throughout the state of California</p> <p>Created/Published: 1912</p>	<p>http://hdl.loc.gov/loc.rbc/rbpe.00202800</p>
 <p>BIOGRAPHICAL SKETCHES OF PRESIDENTIAL CANDIDATES of the Republican Party at the Presidential Primary Election to be held throughout the State of California on Tuesday, May 14, 1912.</p> <p>WILLIAM HOWARD TAFT William Howard Taft, Governor of Ohio, was born in Ohio, September 15, 1857. He was educated at Yale University and served as Governor of Ohio from 1909 to 1911. He later served as President of the United States from 1909 to 1913.</p> <p>ROBERT WALKER Robert Walker, Governor of California, was born in California, August 1, 1864. He was educated at the University of California and served as Governor of California from 1907 to 1911.</p>	<p>BIOGRAPHICAL SKETCHES OF PRESIDENTIAL CANDIDATES OF THE REPUBLICAN PARTY at the Presidential Primary Election to be held throughout the State of California</p> <p>Created/Published: 1912</p>	<p>http://hdl.loc.gov/loc.rbc/rbpe.0020280a</p>
<p>Audio Recording</p>	<p>Progressive Covenant with the People</p> <p>Thomas Edison</p> <p>Created/Published: 1912</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq/@field(NUMBER+@band(trrs+1146))+@field(COLLID+roosevelt))</p>