

The Progressive Era (Reform)

Grade Level: 6th Grade History and Geography

Written by: LeAnndra Beeman, Cesar Chavez Academy, Pueblo, CO

Length of Unit: Seven lessons - approximately 13 class periods (one class period = 70 minutes)

I. ABSTRACT

The Progressive Era is extremely important to the make up of the United States today. Throughout this unit students will be able to identify key issues and the events that led to the creation of many laws and organizations that were developed to protect the citizens of the United States who had previously been denied their civil rights. It will also identify many of the important people that used their rights for the betterment of others lives.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.
2. Students will understand political institutions and theories that have developed and changed over time.
3. Students will understand that societies are diverse and have changed over time.

B. Content from the *Core Knowledge Sequence*

1. 6th Grade History and Geography: American History and Geography (pp. 142-143)
 - a. Reform
 - i. Populism
 - a) Discontent and unrest among farmers
 - b) The gold standard vs. “free silver”
 - c) William Jennings Bryan
 - ii. The Progressive Era
 - a) “Muckraking”” Ida Tarbell on the Standard Oil Company; Upton Sinclair, *The Jungle*, on the meat packing industry
 - b) Jane Addams: settlement houses
 - c) Jacob Riis, *How the Other half Lives*: tenements and ghettos in the modern city
 - d) President Theodore (Teddy) Roosevelt: conservation and trust-busting
 - iii. Reform for African-Americans
 - a) Ida B. Wells: campaign against lynching
 - b) Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”
 - c) W.E.B. DuBois: founding of NAACP, “The problem of the twentieth century is the problem of the color line, *“The Souls of Black Folk”*”
 - iv. Women’s suffrage
 - a) Susan B. Anthony
 - b) Nineteenth Amendment
 - v. The Socialist critique of America: Eugene V. Debs

- C. Skill Objectives
1. Students will be able to identify contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities. (C.S.S. Civics 4.2)
 2. Students will be able to identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights. (C.S.S. Civics 4.3)
 3. Students will be able to identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights. (C.S.S. Civics 4.3)
 4. Students will be able to describe how social roles and characteristics of social organization have both changed and endured in the United States throughout its history. (C.S.S. History 3.2)
 5. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history. (C.S.S. History 5.1)
 6. Students will be able to describe how attributes of various people have affected their individual political rights. (C.S.S. History 5.3)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. *What Your Sixth Grader Should Know* Ed. E.D. Hirsch
- B. For Students
- None

IV. RESOURCES

- A. National Archives website
www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html (Lesson Four)
- B. *Pearson Learning History and Geography Textbook* Ed. E.D. Hirsch, pp. 202-239 (Lessons One-Seven)
- C. HBO video: *Iron Jawed Angels* (Lesson Six)

V. LESSONS

Lesson One: Populist Movement (one class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.
 - b. Students will understand political institutions and theories that have developed and changed over time.
 - c. Students will understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Populism
 - i. Discontent and unrest among farmers
 - ii. The gold standard vs. “free silver”
 - iii. William Jennings Bryan
 3. Skill Objective(s)
 - a. Students will be able to identify contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities.

- b. Students will be able to identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights.
- c. Students will be able to identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights.
- d. Students will be able to describe how social roles and characteristics of social organization have both changed and endured in the United States throughout its history.
- e. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history.

B. *Materials*

- 1. *Pearson History and Geography* Textbook (one for each student)
- 2. One copy for every student of Appendix A: Lesson One Questions (page 1 only)
- 3. Appendix A, pages 2 and 3: Answers for questions (for teacher only)

C. *Key Vocabulary*

- 1. Political party: a group of people with certain ideas about how a country should be governed and that works together to get a candidate that shares its ideas; elected
- 2. Populist Party: a political party formed at the end of the nineteenth century in response to some of the problems facing American farmers
- 3. Laws of Supply and Demand: as demand goes up, prices go up; as demand goes down, prices go down; as supply goes up, prices go down; as supply goes down, prices go up

D. *Procedures/Activities*

- 1. Present a brief introduction to the students about this unit. Tell the students the following:
 - a. The end of the nineteenth century brought with it many extremes and inequities in the United States. Factory workers and poor immigrants filled the cities, but within those cities the railroad tycoons and oil magnates also lived. Farmers living in the country struggle to make enough money to survive and Jim Crow Laws, in many states, denied the African Americans the right that they had been granted through constitutional amendments. Women in America could not vote. Muckrackers, populist farmers, suffragettes, urban reformers, socialists and civil right workers worked to expose the excesses of big business, improve the rights of workers, ensure equal rights for African Americans and improve tenement housing. These new organizations and individuals stepped up with the desire to reform America and to make the United States a fair place for everyone to live. Late in the nineteenth century Americans worked together to prove that they could improve the lives of ordinary Americans. Presidents Theodore Roosevelt also worked to push conservation measures that were meant to benefit all Americans.
- 2. Ask students if they know anything about political parties. Talk about the definition until the students have a pretty good idea about what a political party is and understand their purpose. Once you have discussed what a political party is, ask them to name any of the political parties that they know of. (*Republican, Democrat, Reform, Green, Independent*)
- 3. Tell students that they are going to learn about a different political party that they may not have heard of before; the Populist Party. This was a political party created to voice the concerns and issues of the American farmer.

4. Ask students: What are some of the problems or challenges that farmers face today or have faced in the past? (*Answers should include dust storms, drought, crop failure, insect problems, hail, etc.*) If the farmers were to face any of those problems that we listed what other problems would that create for the farmers? (*Without crops, for whatever reason, the farmer does not make money and they can't pay their bills.*)
5. Once students understand the cause and effect of crop failure, etc., discuss the laws of supply and demand. The laws of supply and demand are; as demand goes up, prices go up; as demand goes down, prices go down; as supply goes up, prices go down; as supply goes down, prices go up. Discuss this through use of examples of items that are currently in the low supply situation. Example: The number of barrels of oil that are coming into the United States has dropped, which makes the amount of gas that is available less than it was before, because gas is made from oil. So the gas supply is less, this makes gas cost more. If the amount of oil that is coming into the country increases, then what is going to happen? (*The cost of gas goes down*) If a large number of people in the U.S. bought electric cars or started riding their bikes to school and work, what would happen? (*demand went down, so prices will go down*)
6. Proceed through several examples with different scenarios.
 - a. The lettuce crop was great this year and there is more lettuce this year than any other year. What will happen? (*prices go down*)
 - b. Millions of grasshoppers hit the mid-west and all but destroyed the corn crop. What will happen? (*prices go up*)
 - c. A new fad diet has shown up and large numbers of people have given up eating eggs. What will happen? (*prices go down*)
 - d. There are more and more people drinking milk every day.
 - e. Consumption of milk is at the highest that is has ever been. What will happen? (*prices go up*)

If students are still having a difficult time understanding this concept, then be sure to present more examples of supply and demand problems until they understand the concept.

7. Have students read pg 306-310 in *Pearson History and Geography*, in pairs. This is done with two students sitting close to each other, they take turns reading paragraphs. If either does not understand what is read in a certain section, the other can clarify or they reread that piece and have a brief discussion over the content. This entire activity must be done in six-inch whisper voices. It is possible that your class has a hard time focusing on this much information; in that case the students should have received this reading as homework the night before.
8. After students have read the section on the populists pass out a copy of Appendix A, page 1 to each student. The questions for Appendix A can be used as discussion questions as well as an assignment.

E. *Assessment/Evaluation*

1. Completed questions from Appendix A. Key for questions is found on pages 2 and 3 of Appendix A.

Lesson Two: Exposing the Truth: The Muckrakers (two-three class periods)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.
 - b. Students will understand political institutions and theories that have developed and changed over time.
 - c. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. The Progressive Era
 - i. “Muckraking” Ida Tarbell on the Standard Oil Company; Upton Sinclair, *The Jungle*, on the meat packing industry
3. Skill Objective(s)
 - a. Students will be able to identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights.
 - b. Students will be able to identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights.
 - c. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history.
 - d. Students will be able to describe how attributes of various people have affected their individual political rights.

B. Materials

1. *Pearson History and Geography* Textbook (one for each student)
2. One copy for every student of Appendix B, pages 1 and 2: Muckraker Research Project
3. Appendix B, page 3: Research Project Rubric (for teacher only)

C. Key Vocabulary

1. Muckraker: a journalist who informs the public about corruption in business

D. Procedures/Activities

1. Explain to students that in this section they will be learning about people known as Muckrakers. Ask what they think the term Muckraker means. Give the students a moment to think about it. Since few people today muck out their barns, many students might not know, so if no one is close ask what they think the word **muck** might mean. After some discussion, make sure that they know that a muckrake was a tool used to clean out the stalls and barns and that muckrakers were the journalists that found dirt on businesses usually dealing with how they were run. They then wrote articles for national papers that let the population know what was going on. Many of the pieces that they wrote were often fiction based on fact, but sometimes they wrote documentaries about these corrupt situations.
2. Another name for muckrakes could be what is known today as watchdog organizations. These organizations watch what businesses are doing often identifying unfair labor practices, and they keep track to make sure that the government is not abusing its power, and really are the eyes for the people.
3. In this unit, students will learn about some muckrakes and the things that they uncovered.

4. At some point, students will be responsible for reading pgs. 311-315. This can be assigned for reading as homework before they start their research project or read in class.
 5. Assign a *muckraker* to each student. This will be the person that they are responsible for researching. Information that they must find is on Appendix B
 6. Pass out Appendix B to each student and review the directions.
 7. Assign a due date. This can be as involved or as simple as you desire it to be. A thorough project could be completed in about a week.
 8. Assign pages 316-310 for homework and discussion for the next class period.
- E. *Assessment/Evaluation*
1. Students will complete a short project on a muckrake and develop a handout of information for the rest of the class.

Lesson Three: The Urban Reformers (one class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.
 - b. Students will understand political institutions and theories that have developed and changed over time.
 - c. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. The Progressive Era
 - i. Jane Addams: settlement houses
 - ii. Jacob Riis, *How the Other Half Lives*: tenements and ghettos in the modern city
3. Skill Objective(s)
 - a. Students will be able to identify contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities.
 - b. Students will be able to identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights.
 - c. Students will be able to identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights.
 - d. Students will be able to describe how social roles and characteristics of social organization have both changed and endured in the United States throughout its history.
 - e. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history.
 - f. Students will be able to describe how attributes of various people have affected their individual political rights.

B. *Materials*

1. *Pearson History and Geography* Textbook (one for each student)

C. *Key Vocabulary*

1. Abolitionist: a person who fights to end slavery
2. Depression: a period of severe economic hardship with high levels of unemployment and poverty
3. Exposé: a formal and systematic statement giving facts about something

D. *Procedures/Activities*

1. Start class by reviewing what conditions occurred as the large numbers of immigrants entered the United States. In the early 1900s, many of the people in the U.S. were first generation Americans or foreign-born.
2. Explain what some of the problems were that faced the immigrant to the U.S. *(Answers should include; language barriers – most did not speak English; all of these people needed a place to live, everyone needed a job; the children needed an education and the opportunity to go to school; many prejudices existed based on issues that were brought with the immigrants from foreign lands.)*
3. What other problems could arise from the issues already mentioned? *(Student answers will vary, accept all sensible answers that the students can show support for)*
4. Based on the reading assigned for homework, have students describe what a settlement in Europe was like. *(They were communities that were built and run by young men that had just finished college. The people that lived there were able to take classes in which they learned many important things. The ultimate goal was to make life better for the poor people)*
5. Have students explain why they think Jane Addams wanted to build a settlement house in Chicago. *(To try and make the lives of the poor people of Chicago better)* Discuss with the students the many reasons why many people were not in favor of the settlement houses, *(They did not want the settlement houses to bring more poor into the area. They were prejudice against the immigrants that the houses would serve, etc.)*
6. At one point Jane Addams wrote:
“The streets were inexpressibly dirty, the number of schools inadequate, factory legislation unenforced, the street-lighting bad, the paving miserable.”
7. Describe what the area that she was seeing probably looked like. Are there any places in your area that look like what Jane Addams was describing? What type of problems are faced by the people that live there? What could be done to correct those problems? Do you know of any people in the area that have as much drive and desire to make the kind of changes that Jane Addams did? *(All of these questions are very area specific. They can be used just for a class discussion or a starting point for a community service project)*
8. Discuss how the things that Jane Addams did were to make others lives better. Have students identify the other important things that Jane Addams was part of.
9. Tell students: Much of what Jane Addams did was to create a better place to live, but Jacob Riis chose to address the problems of current housing situations of the immigrants in New York.
10. Tell the students: Jacob Riis was poor when he arrived in New York and had first hand experience of the type of life that the poor people of New York were living. Ask: How do you think that this experience shaped his goals and ideas for the future? *(Having had some of the same experiences made him want to make changes for others so that they might not have to go through the same situations.)*
11. Have the students list things that they would not have if they lived in the tenements in New York. *(Running water, sunlight, an education, enough food, their own bedrooms, clean living conditions)*
12. Tell students that they are going to draw what a tenement building looks like based on the description given by Jacob Riis on page 319 in History and Geography textbook. Have them be as accurate to the written picture as they can.

13. When they have finished, if time allows, have the students share their drawings with the others at their table, in a group or to the class.
 14. Assign pages 321-326 for homework reading.
- E. *Assessment/Evaluation*
1. This class evaluation will be based on a group discussion of the following questions. Have students answer in the numbered heads method and complete this activity in a pair-share method.
 - a. Jane Addams visited Europe, what did she see and what effect did this have on her life? (*Jane Addams saw the immensely poor individuals and visited the settlement houses. She was impressed with the efforts made and methods used to try to improve the lives of the very poor people in the city.*)
 - b. What experiences did Jane Addams have that affected the opening of Hull House? (*The kids in the area broke a freshly washed window and a police officer told Jane that all of the bums that she was bringing to the area should be lined up against a wall and shot.*)
 - c. List the ways that Hull House helped the immigrants in Chicago. (*Hull House had bathtubs, since most of the people did not have running water, a day care was provided for parents that worked, the kitchen taught good nutrition and it also provided a place for the different peoples to share their cultures.*)
 - d. Explain the different methods that Jacob Riis used to make the conditions of the people in New York known to the rest of the town. (*Jacob Riis used both his writing articles and photography to illustrate the problems and deplorable conditions in which the poor on New York lived.*)
 - e. In addition to tenement reform, what other reforms did Jacob Riis fight for? (*Jacob Riis made it known that the Cholera that was now in epidemic proportions was being brought to the city from a contamination source several miles up river and underage children working in factories.*)

Lesson Four: Theodore Roosevelt (two class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.
 - b. Students will understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. The Progressive Era
 - i. President Theodore (Teddy) Roosevelt: conservation and trust-busting
 3. Skill Objective(s)
 - a. Students will be able to identify contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities.
 - b. Students will be able to describe how social roles and characteristics of social organization have both changed and endured in the United States throughout its history.

- B. *Materials*
1. *Pearson History and Geography* Textbook (one for each student)
 2. One copy for every student of Appendix C: Theodore Roosevelt Timeline
- C. *Key Vocabulary*
1. Assassinate: to murder a person who holds a political office
 2. Landmark: an important building or place
 3. Refuge: a place of safety for a group of animals or people
 4. Medicine Ball: a large stuffed, leather-covered ball that weighs several pounds
 5. Spectacles: eyeglasses
- D. *Procedures/Activities*
1. Divide students into groups (about four-five members works best).
 2. Have groups brainstorm all of the National Parks, refuges, and landmarks that they can think of.
 3. Have students think about how much space all of these parks, landmarks and refuges take up and where they are located. Now think about what would have happened and what the United States would look like if Theodore Roosevelt had not fought to create these places that people cannot destroy. Remember what the reading homework said about how the west was being chopped down and overgrazed.
 4. After talking about how it would have looked if this type of treatment of our land was allowed to continue, come up with a list of all of the other problems that would be caused by this deforestation and overgrazing.
 5. Ask: Based on what you read do you think that the different problems that Theodore Roosevelt fought for were worth all of the troubles that he faced? Do you think that the loggers and miners were right in their complaints to any degree?
 6. Pass out Appendix C to every student and assign the timeline activity. Students may work in groups, but each student is responsible for an individual timeline.
 7. After the completion of the timeline discuss how cartoons can be symbolic of opinions facing many of the political situations in the government.
 8. Make overheads of the four political cartoons found at www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html. These cartoons deal with the 1912 election, the website also contains a lesson plan to go with the cartoons and a worksheet to help the students understand the symbolism and meaning of the cartoons. (This is an excellent website for anything that might be found in the National Archives.)
- E. *Assessment/Evaluation*
1. Completion of timeline and essay.
 2. Worksheet explaining the meaning of political cartoons

Lesson Five: Reforms for African Americans (one-two class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.
 - b. Students will understand political institutions and theories that have developed and changed over time.
 - c. Students will understand that societies are diverse and have changed over time.

2. Lesson Content
 - a. Reform for African-Americans
 - i. Ida B. Wells: campaign against lynching
 - ii. Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”
 - iii. W.E.B. DuBois: founding of NAACP, “The problem of the twentieth century is the problem of the color line, “*The Souls of Black Folk*”
3. Skill Objective(s)
 - a. Students will be able to identify contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities.
 - b. Students will be able to identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights.
 - c. Students will be able to identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights.
 - d. Students will be able to describe how social roles and characteristics of social organization have both changed and endured in the United States throughout its history.
 - e. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history.
 - f. Students will be able to describe how attributes of various people have affected their individual political rights.

B. *Materials*

1. *Pearson History and Geography* Textbook (one for each student)

C. *Key Vocabulary*

1. Civil rights: rights guaranteed under the United States Constitution
2. Lynching: a murder by a mob, without any legal authority, often by hanging or burning
3. Boycott: an action in which people refuse to buy certain services or goods in order to force change
4. Trade: a practical skill or craft done by hand, such as carpentry or plumbing
5. Jim Crow Laws: laws designed to keep African-Americans from experiencing the freedoms granted in the Thirteenth, Fourteenth and Fifteenth Amendments; they kept blacks and whites separated from each other

D. *Procedures/Activities*

1. Start class by reviewing some of the things that slaves lived through before they became ‘free’ (*Family being taken from them, beatings, little food, worked hard, etc.*) Ask students: Do they think that life instantly improved for the slaves once they were set free? (*Answer is no, for most, but many who moved north were better off than the others. Still the freed slaves in the south were treated poorly, for almost another hundred years after they were freed.*)
2. Tell students that you will be learning about three people that were very important to African-Americans trying to be treated more equal than they were prior to the help provided by these individuals. Ask how they might feel if they were not paid as much for the same type of work or quality of work as their friends. Would it be fair to try to move to a certain area of town and be told that you aren’t allowed to live there because of your color? How would you feel to know that you had to use a different restroom just because of your color and you could be arrested if you used the wrong one? What if you were not allowed to

- ride in the same train car as white people? All of these things were issues that blacks faced and that the three reformers we are going to discuss tried to correct.
3. Have students read pages 327 – 329, the section on Ida B. Wells.
 4. After they have read this section have them take out a piece of paper and write Ida B. Wells at the top. Then have them list the main ideas in this section of the reading. This must include the things that Ida was against and how she hoped to change them.
 5. Students then need to read 329-332, the section on Booker T. Washington. Under the information that they have written about Ida B. Wells have them write Booker T. Washington. They will then look back over the section that they just read and write the main ideas that they find as well as identify what Washington wanted to change and how he wanted to create those changes.
 6. Finally, have students read pages 332 – 334, the section on W.E.B. DuBois and follow the directions for the two previous sections.
- E. *Assessment/Evaluation*
1. Students will write an essay in which they look at the beliefs and goals of each of the three individuals that they took notes on. They are to include their opinion about which one they feel accomplished the most and had the best attitude about the situations that they faced. They must also include who they felt accomplished their goals.

Lesson Six: Women’s Voting Rights (two-three class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.
 - b. Students will understand political institutions and theories that have developed and changed over time.
 - c. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Women’s suffrage
 - i. Susan B. Anthony
 - ii. Nineteenth Amendment
3. Skill Objective(s)
 - a. Students will be able to identify contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities.
 - b. Students will be able to identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights.
 - c. Students will be able to identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights.
 - d. Students will be able to describe how social roles and characteristics of social organization have both changed and endured in the United States throughout its history.
 - e. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history.
 - f. Students will be able to describe how attributes of various people have affected their individual political rights.

- B. *Materials*
1. *Pearson History and Geography* Textbook (one for each student)
 2. HBO video: *Iron Jawed Angels*
 3. One copy for every student of Appendix D: *Iron Jawed Angels* questions
- C. *Key Vocabulary*
1. Suffrage: the right to vote
- D. *Procedures/Activities*
1. Start class by asking students to think about a time when they were asked a question, but when they started to answer they were ignored or their answer might have been laughed at. Have them tell how that felt.
 2. Ask them who was able to vote first: blacks or women? (*Women will probably be the answer, but make sure that they know that the Fourteenth Amendment gave African-Americans the right to vote, but that it wasn't until the Nineteenth Amendment that women were given that same right.*) Why do they think that the African –American were allowed to vote even before women? (*Accept any reasonable answer*)
 3. Ask students if any of them have ever heard of Susan B. Anthony? (*Many will say yes – she was on a coin*) Read, as a class, pages 335-339 or have given it as homework reading the night before.
 4. Discuss which causes Susan B. Anthony focused on and why. Have students discuss and write, with a partner, the events that led to Anthony's decision to focus on women's voting rights. How might these events have caused her to choose suffrage as a cause? (*Many will say that it is because she felt insulted because the men refused to listen to her and ignored what she had to say.*)
 5. Read out loud the defense that Anthony wrote on pages 337 and 338.
 6. Ask: Was it right or fair that women weren't allowed to vote and if they did they were arrested because it was illegal? Why was it like this?
 7. Have students explain to their partners what the main idea of the defense written by Anthony was. What convincing points did she make that should have an effect on the decision made by the judge? (*That she had the right to vote based on the Constitution, the Preamble said that 'We' the people have the rights and not only white men or men, and that even the dictionary defines a citizen as a person with the right to vote and hold office*)
 8. Tell students that they are going to see a movie that illustrates the problems, battles and pain that women endured in order to gain the right to vote.
 9. Show *Iron Jawed Angels* and hand out Appendix D, have students answer the questions as they watch the video. Instruct them to make note of anything that they find interesting in the movie and any questions that they have that are not answered.
 10. When the movie is over you can discuss the questions that they answered while they watched the movie and any others that developed out of the viewing.
 11. Assign pages 340 –343 to be read as homework.
- E. *Assessment/Evaluation*
1. Complete the set of questions for the video *Iron Jawed Angels*.

Lesson Seven: Eugene Debs and Socialism (one class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels – local, state and national.

- b. Students will understand political institutions and theories that have developed and changed over time.
 - c. Students will understand that societies are diverse and have changed over time.
 - 2. Lesson Content
 - a. The Socialist critique of America: Eugene V. Debs
 - 3. Skill Objective(s)
 - a. Students will be able to identify contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities.
 - b. Students will be able to identify and analyze responses to situations involving historic and contemporary threats to the meaning of political rights.
 - c. Students will be able to identify and evaluate situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights.
 - d. Students will be able to describe how social roles and characteristics of social organization have both changed and endured in the United States throughout its history.
 - e. Students will be able to give examples of extensions and restrictions of political and civil rights in United States history.
 - f. Students will be able to describe how attributes of various people have affected their individual political rights.
- B. *Materials*
 - 1. *Pearson History and Geography* Textbook (one for each student)
 - 2. One copy for every student of Appendix E: The Pullman Company Strike
 - 3. One copy for every student of Appendix F: Questions for Pullman Strike
- C. *Key Vocabulary*
 - 1. Socialism: any of several political movements or theories of the 19th and 20th centuries based on the principles of socialism, typically advocating an end to private property and the exploitation of workers
 - 2. Capitalism: an economic system based on the private ownership of the means of production and distribution of goods, characterized by a free competitive market and motivation by profit
 - 3. Labor Union: an organization of wage earners that is set up to serve and advance its members' interests in terms of wages, benefits and working hours and conditions
 - 4. Strike: to stop working as a collective form of protest against an employer
- D. *Procedures/Activities*
 - 1. Begin this lesson by providing students with information on what a union is and explain the purpose behind the creation of unions.
 - 2. Tell students that workers and people that supported the workers began starting groups within certain jobs that developed methods in which they could discuss and negotiate with company owners. These negotiations dealt with on the job treatment, fair wages, working conditions, and safety of the environment in which they were working. The jobs that we think of that usually are associated with unions are car manufacturing plants, steel mills, grocery stores, and even many teachers. The unions provide assistance with legal issues dealing with work related problems, contract negotiations, benefit negotiations and many other situations that might be difficult, even impossible, for an individual to handle on their own.

3. Have students work in small groups and develop a list of issues that could cause people to strike against their employer. Have them decide what might be the biggest cause of a strike. (*Today wages; in the past safety and fair wages were probably the greatest*)
 4. Pass out a copy of Appendix E and Appendix F to every student. Have students read this hand out in their group or individually. In a group or pair have them discuss the questions found on Appendix F. (If the students work in groups or pairs, they are still responsible for completing their own set of questions.)
 5. Collect the questions if you are using them as a grade, or discuss the answers as a class.
 6. When students have finished questions and the discussion is complete, ask: how is Eugene V. Debs and his ideas tied to this strike? (*Eugene V. Debs felt that workers needed some method in which to voice their concerns and improve their situation and secure their rights where their jobs were concerned.*) Debs and Samuel Gompers had some disagreements about the issues of a labor union, what kind of disagreements were these? (*Debs thought that workers should be part of a union and those unions should be a specific union within an industry. Gompers wanted to have several different trade specific unions organized into one single union.*) Explain why Debs felt that the United States government should be organized into a socialist government? (*Through several personal experiences with police and other officials, Debs felt that the government and citizens would be better served by socialism where lack of private ownership lowered the crime rate and jealousy. He also did not believe that the unions were strong enough to provide adequate support for the workers needs.*) What effect did the 1912 election have on what some politicians believed? (*When Debs received 6 percent of the vote during the election, many of the politicians saw that some of what Debs had been talking about was of interest to many people. With this type of interest they were convinced that some of the issues that were brought up by Debs should be addressed.*)
- E. *Assessment/Evaluation*
1. The completed questions about the Pullman Strike and the discussion about Eugene V. Debs will evaluate the students' knowledge.

VI. CULMINATING ACTIVITY

- A. The culminating activity will be an essay about the reform period. This activity can double as the final assessment for the entire unit. The prompt and requirements are found in Appendix H. One copy for every student is needed.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Lesson One Questions: The Populist Movement pgs. 1-3 (Lesson One)
- B. Appendix B: Muckraker Research Project (Lesson Two)
- C. Appendix C: Theodore Roosevelt Timeline Project (Lesson Four)
- D. Appendix D: *Iron Jawed Angels* questions (Lesson Six)
- E. Appendix E: The Pullman Company Strike (Lesson Seven)
- F. Appendix F: Questions for Pullman Strike (Lesson Seven)
- G. Appendix G: Unit Vocabulary (Lessons One-Seven)
- H. Appendix H: End of Unit Essay / Assessment (Culminating Activity)

VIII. BIBLIOGRAPHY

- A. _____. *Susan B. Anthony*. Richardson, TX: Grace Products Corp., 1994 – Video

- B. Amper, Thomas. *Booker T. Washington*. Minneapolis, MN: Carolrhoda Book, 1998. 1575050943
- C. Archambault, Louise. *Ida B. Wells: A Passion for Justice*. PBS Video, 1990
- D. Auchincloss, Louis. *Theodore Roosevelt*. New York, New York: Times Books 2002. 0805069062
- E. Bloodworth, William A. *Upton Sinclair*. Boston: Twayne Publishing, 1977 0805771972
- F. Chambers, John Whiteclay. *The Tyranny of Change: America in the Progressive Era – 1900-1917*. St. Martins Press, 198;
- G. Ching, Jacqueline. *Women's Rights*. New York: Rosen Publishing Group, 2001. 0823932338
- H. Coolidge, Olivia E.. *Women's Rights: The Suffrage Movement in America 1848-1920*. New York: Dutton, 1966
- I. Cooper, Ilene. *Susan B. Anthony*. New York: F. Watts, 1984 0531047504
- J. Crouch, Stanley. *Reconsidering the Souls of Black Folk*. Philadelphia, PA: Running Press, 2002. 0762413492
- K. Dalton, Kathleen. *Theodore Roosevelt: A Strenuous Life*. New York: Alfred A. Knopf, 2002 067944663X
- L. Downey, Matthew T. *The Twentieth Century*. Macmillan, 1992. 0028974425
- M. Graff, Henry F. *The Life History of the United States*. Time Inc. 1963-64 12v.
- N. Harlan, Louis R. *Booker T. Washington : The Wizard of Tuskegee 1901-1915*. New York: Oxford University Press, 1983. 0195032020
- O. Hicks, John Donald. *The Populist Revolt: A History for the Farmer's Alliance and the People's Party*. Lincoln, Nebraska: University of Nebraska Press, 1961
- P. Hoobler, Dorothy. *The Second Decade: Voyages*. Brookfield, Conn.: Millbrook Press, 2000. 0761316019
- Q. Kent, Deborah. *Jane Addams and Hull House: Cornerstone of Freedom Series*. Chicago: Children's Press, 1992. 051604952X
- R. Lasky, Kathryn. *A Time for Courage: The Suffragette, Diary of Kathleen Brown*. New York: Scholastic, 2002. 0590511416
- S. Lewis, David L. *W. E. B. DuBois: The Fight for Equality and the American Century, 1919-1963*. New York: H. Holt, 2000. 0805025340
- T. McKissack, Pat. *Booker T. Washington: Leader and Educator*. Hillsdale, N.J.: Enslow Publishers, 1991. 0894903144
- U. Mc Kissack, Pat. *Ida B. Wells: A Voice Against Violence*. Hillsdale, N.J.; Enslow Publishers, 1991. 089403012
- V. Merriam, Eve. *Growing up Female in America; Ten Lives*. Garden City, New York: Doubleday, 1971
- W. Morrison, Dorothy Nafus. *Ladies Were Not Expected: Abigail Scott Duniway and Women's Rights*. New York: Atheneum, 1977. 0689305990
- X. Paradis, Adrian A. *Ida Tarbell, Pioneer Woman Journalist and Biographer*. Chicago: Children's Press, 1985. 0516032178
- Y. Sagan, Miriam. *Women's Suffrage: World History Series*. San Diego: Lucent Books, 1995. 1560062908
- Z. Sinclair, Upton. *The Jungle*. New York: Barnes and Noble, 2003 c1906. 1503080085
- AA. Tarbell, Ida M. *The History of the Standard Oil Company*. Macmillan, 1937.
- BB. Tims, Margaret. *Jane Addams of Hull House 1860-1935*. Macmillan, 1961
- CC. Yoder, Jon A. *Upton Sinclair*. New York: Unger, 1975. 0804429898

Lesson One: The Populist Movement

Directions: On a separate piece of lined paper answer the following questions. Be sure to answer in complete, detailed sentences. Use examples and details from the text when possible.

- 1) Explain the laws of supply and demand. Include an example of each to illustrate the law.
- 2) During the late 1880s, many problems plagued the farmers, what were some of these problems and what did they create the need for?
- 3) Who became a member of the Populist Party and what was their goal?
- 4) Explain, why farmers and the trade union wanted silver, not gold, used as the standard.
- 5) Explain why people did not trust paper money as much as they trusted money that was backed by a metal, such as gold or silver.
- 6) Who was William Jennings Bryan and how was he important to the Populist Party?
- 7) William Jennings Bryan was a great orator that used a lot of symbolism in his speeches. When he spoke at the Democratic Convention, he used two symbols to make his point. What were the two symbols and what did they mean?
- 8) During this period in time, people listened to speeches for entertainment. What type of speeches do you think might be interesting to listen to? What other things do you think people might have done for entertainment? (Remember, they didn't have televisions or radios yet.)
- 9) Explain why you think William Jennings Bryan did not win any of the presidential elections that he participated in.

Lesson One: The Populist Movement

Answers

Directions: On a separate piece of lined paper answer the following questions. Be sure to answer in complete, detailed sentences. Use examples and details from the text when possible.

- 1) Explain the laws of supply and demand. Include an example of each to illustrate the law. **The law of supply and demand are: as the demand goes up, prices go up; as demand goes down, prices go down; as supply goes up, prices go down; as supply goes down, prices go up and an example of this is there is a large supply of strawberries this year. This abundance of fruit has caused the prices to drop, so that farmers can get rid of the crop before it spoils. (Students will supply many different examples.)**
- 2) During the late 1880s, many problems plagued the farmers, what were some of these problems and what did they create the need for? **Drought, grasshoppers, storms, and other problems with the weather caused problems for the farmers, this created the need for the formation of a group to try to help the farmers make more money for their crops and be able to not only pay their bills, but also turn a profit.**
- 3) Who became a member of the Populist Party and what was their goal? **The Populist Party consisted of farmers and the trade union workers. These groups wanted a shorter workday, and a graduated income tax. The tax ensured that the rich would have higher taxes and the poor would have lower than the rich.**
- 4) Explain, why farmers and the trade union wanted silver, not gold, used as the standard. **Gold was becoming more and more popular and harder to come by. Silver was being mined and was easier to get. So the farmers wanted the money to be supported by something that was more easily accessible to everyone.**
- 5) Explain why people did not trust paper money as much as they trusted money that was backed by a metal, such as gold or silver. **People wanted to make sure that the paper money they had was worth what it said is was supposed to be worth. They were afraid that with inflation the paper money would not be worth as much.**
- 6) Who was William Jennings Bryan and how was he important to the Populist Party? **William Jennings Bryan was a great orator and brilliant debater and the Democratic Party wanted someone to run that supported “free silver”. Bryan had served two terms in the House of Representatives and the democrats felt that he would be the best person to represent their causes.**

Appendix A, page 3

- 7) William Jennings Bryan was a great orator that used a lot of symbolism in his speeches. When he spoke at the Democratic Convention, he used two symbols to make his point. What were the two symbols and what did they mean?
The symbols that William Jennings Bryan used in his speeches were “cross of gold “ and “crown of thorns”. These symbols were supposed to represent the labor and hard work of the people, as if they had a crown of thorns as Jesus did before he was crucified of the ‘cross of gold.’ Bryan knew that the public would respond well to a reference from the Bible.
- 8) During this period in time, people listened to speeches for entertainment. What type of speeches do you think might be interesting to listen to? What other things do you think people might have done for entertainment? (Remember, they didn’t have televisions or radios yet.)
Answers will vary. Accept all answers that sound reasonable.
- 9) Explain why you think William Jennings Bryan did not win any of the presidential elections that he participated in.
Answers will vary, but should include that all of the Populist ideas that he was supporting became a thing of the past, because the situations no longer existed.

Muckraker Research Project

DUE DATE: _____

TASK: You will be assigned a *muckraker* from the early 1900s, and have the duty of researching several aspects of their life. This assignment will be due on the date above.

Directions:

Step One: Write the name of the *muckraker* that you have been assigned on the line below. Below that line, you will find a list of information that you are required to find about this person.

Step Two: Use the library, internet, and/or encyclopedia to locate information for all of the required items listed. Be sure to be as detailed as you can when gathering information, it will make for a more complete presentation.

Step Three: On the second page of this assignment, you will find a page that you must complete and turn in to be copied for the rest of the class. This chart will ensure that all students in the class have information on all of the *muckrakers*.

Step Four: Upon completion of steps one through three, all of the information gathered is to be organized and written into an essay. The following items are expectations for the essay.

- 1) There must be an introductory and concluding paragraph.
- 2) Essay must contain information gathered during step two.
- 3) You must explain the effect your assigned *muckraker* had on the topic that they researched and wrote about.

Research topic: _____

- 1) What kind of background did this person come from?
- 2) How did they become a journalist?
- 3) What made the journalist decide to write about the topic that they chose to write about?
- 4) Describe some of the things that these writers found when completing their research.
- 5) In what manner was the information that the journalist gathered received by the public?
- 6) What changes, if any, came from the stories or articles that the *muckraker* wrote?
- 7) What effect did the information have on the society that existed at that time?

Appendix B, page 2
Student Information Sheet

NAME of Muckraker:

Background information:	
How they became a journalist:	
Why did they choose this topic to investigate:	
What did their investigation uncover:	
Public reception of information:	
Changes that occurred due to stories/articles that were written:	
Effect of information on society:	
Additional information:	

Appendix B, page 3
Research Assignment Rubric

Directions:

Scale	Expectations
4	Uses Accurate data Shows a logical plan of organization and coherence in the development of ideas. Uses examples, reasons, details, and facts. Generalizations are relevant and appropriate. Expresses ideas clearly on a regular basis.
3	Generally uses accurate data. Shows a general plan of organization. Uses adequate amount of support material. Generally expresses ideas thoroughly.
2	Include some accurate data. Shows attempt at developing the assigned topic, but shows a weakness in organization and may include areas where off-topic. Uses little support information. Shows difficulty expressing ideas clearly.
1	Uses little accurate data. Addresses the topic, but shows little organization. Use of support information is not used or uses irrelevant material. Ideas not expressed clearly.

Appendix C
Theodore Roosevelt Timeline

Directions: Below are important date in Theodore Roosevelt’s life and events in his presidency. Create a timeline using these events.

Devil’s Tower, Wyoming, named first national monument	1906
Elkins Act passed	1903
Encounters bear cub while hunting – nicknamed “Teddy”	1902
Energy crisis	1902
Leaves presidency, visits Africa	1908
Named President when McKinley is assassinated	1901
Passage of Pure Food and Drug Act	1906
Pelican Island, Florida, named first national wildlife refuge	1903
Returns from the Spanish-American War as a hero	1898
Runs for presidency, unsuccessfully for Bull Moose Party	1912
Theodore Roosevelt born	1858
Wins first full term as President	1904
Yosemite under federal control	1906

Directions: Write a brief paragraph explain what you think was the most important event and tell why you chose that event.

You must include:

- 1) A description of the event that you feel is most important**
- 2) An explanation of why you think that event is the most important**
- 3) Explain how you believe this event has affected our lives today**

“IRON JAWED ANGELS”

Directions: Answer the following questions on a separate sheet of paper. Be sure to include details.

- 1) What was the women’s suffrage movement?
- 2) Explain why the men on the street attacked the women that were participating in the parade.
- 3) When the women were picketing the White House what do you think caused the citizens, mainly men, to act the way they did? Explain.
- 4) What is your opinion of the method used to remove the women from the picket line? Explain.
- 5) Explain why men were so resistant to creating an amendment that would allow women to vote.
- 6) “Oranges in women is often mistaken for insanity.” Explain the meaning of this statement.
- 7) What do you think finally pushed Woodrow Wilson to support an amendment giving the women the right to vote? Explain why you believe he gave in.
- 8) Describe what happened on August 18, 1920 and explain why it was such a significant event.
- 9) Why is “Iron Jawed Angels” a fitting title for this movie? Explain.

Appendix D, page 2
“IRON JAWED ANGELS”
KEY

Directions: Answer the following questions on a separate sheet of paper. Be sure to include details.

- 1) What was the women’s suffrage movement?
The women’s suffrage movement was when women united to work towards getting the right to vote and have their voices heard, the same as men’s.

- 2) Explain why the men on the street attacked the women that were participating in the parade.
During the parade on the street, the women were attacked, because the men did not feel that they had the right to be asking to be able to vote. Many times when someone doesn’t understand (or want to understand) another person, their beliefs, or their issues, a situation in which they are involved can become violent.

- 3) When the women were picketing the White House what do you think caused the citizens, mainly men, to act the way they did? Explain.
Answers might include that the men felt threatened, that they believed that women had no business making those kinds of decisions, that women did not belong in a position in which they were responsible for making political decisions, or that maybe they felt that they were not intelligent enough to make a well informed decision. Accept all reasonable answers that include a valid explanation.

- 4) What is your opinion of the method used to remove the women from the picket line? Explain.
Answers should include that it was too forceful, unnecessary and should not have happened. Accept all reasonable answers.

- 5) Explain why men were so resistant to creating an amendment that would allow women to vote.
Men resisted the idea of women voting, because that would decrease the power and control that men had over women. The men would then be forced to admit that women were of equal intelligence and ability.

Appendix D, page 3
“IRON JAWED ANGELS”
KEY

- 6) “Oranges in women is often mistaken for insanity.” Explain the meaning of this statement.
This might be a difficult question for students to understand if they have never heard the statement “that’s like comparing apples to oranges”. Discussion may need to take place before they answer this one.
Answer should deal with the idea that if a woman is capable of detailed, insightful, and intelligent thoughts dealing with issues that are assumed to be concerns that only a man can understand and handle, that they are obviously insane. It was thought that a woman did not have the capacity to think like a man unless something was seriously wrong with her.
- 7) What do you think finally pushed Woodrow Wilson to support an amendment giving the women the right to vote? Explain why you believe he gave in.
President Woodrow Wilson finally supported the amendment to give women the right to vote, because the newspapers were printing the story about their treatment at the women’s workhouse. He was also concerned that since there was a war going on that the people in Europe would think that if he couldn’t control his own country, then how could he control the situation during the war.
- 8) Describe what happened on August 18, 1920 and explain why it was such a significant event.
On August 18, 1920, they knew that congress was going to vote on the amendment to allow women to vote. At the State House in Tennessee roll call was being taken to cast their vote a last minute decision was made by a congressman, and he voted in favor. The amendment passed giving the women the right to vote.
- 9) Why is “Iron Jawed Angels” a fitting title for this movie? Explain.
***Iron Jawed Angels* is an accurate and fitting title for this movie because the term ‘iron jawed’ implies that once that individual is set on an idea that changing their mind and stopping them would be as difficult as unclenching a jaw made of iron. They also saw women as ‘angels’ and this title is a play on words since angels are delicate, but that these angels have the strength and power that is contained in an iron jaw.**

Appendix E, page 1
The Pullman Company Strike

In 1893, a “recession” as we would call it now, had a hold on the nation’s economy. A company called the Pullman Palace Car Company that manufactured special train cars, which made long distance train rides more comfortable because they provided sleeping and dining features was facing financial problems.

The orders for Pullman cars fell off and the company started laying workers off and cutting wages for the hourly workers. Wage cuts that averaged twenty-five percent. This was extremely detrimental to the workers since most made barely enough to survive. The situation was even worse for those who lived in the town that the Pullman Company owned because the company refused to lower the rents and collected that rent directly out of the paycheck, before the worker received it. Within this town, the control by the company was almost absolute. The Green Stone Church (a fee had to be collected to pay for its use), the stores, schools, etc., were all owned and controlled by the Pullman Company.

During this time, wages and the cost of living left little money over for even medicine. Here is an example; a worker makes \$ 9.00 a week. This worker is about 35 years old, with three children and a wife. Now what it will take to maintain this family for that week.

A barrel of flour: \$5- lasts 8-weeks	.63 per week
Sugar: 4-lbs \$.08 per lb.	.32 per week
Butter: 2 lbs. \$.32 per lb.	.65 per week
Milk: \$.02 per day	.14 per week
Meat: 2 lbs	.14 per week
Coal: \$15 per annum (year)	.30 per week
Charcoal, chips, matches: \$5 per year	.10 per week
Salt, pepper, vinegar, starch, soap, soda, now and then some cheese, and eggs:	.40 per week
Wear and tear on house and contents:	.25 per week
Rent:	3.00 per week
Bed clothes and bedding:	.20 per week
Wearing apparel (clothes)	2.00 per week
Newspapers:	<u>.12 per week</u>
	8.25 per week spent

We can look at this and say “Well they have a dollar left over”, but that dollar is not enough to include their pew rent at the church, a visit to the doctor, or to buy book. Not to mention all of the other things they would like to have.

Appendix E, page 2

The only way to possibly change their situation was to begin the formation of a local union of the American Railway Union in the Pullman shops. After lay-offs, there were only about 3,300 workers still on the payroll in May of 1894, many of them working short hours. A committee of 46-members was sent to demand that Pullman take back the cuts, but Pullman and the Vice-President of the company, Thomas J. Wickes, refused to take any action on wage cuts, but promised to look into the complaints about the foremen. On May 10, 1894, three of the members of the committee that met with Pullman and Wickes were fired. The remaining workers voted to strike. Picket lines were set up and production halted. George Pullman left for his summer home on the New Jersey shore right after the meeting with the committee.

A national convention of the American Railway Union took place in Chicago in June. Unable to resolve the problem through arbitration, the members of the ARU voted to refuse to work on any train that carried Pullman cars. This boycott probably would have worked if the Federal Government had not intervened on the side of management.

An attorney for the Milwaukee Railroad hired 4,000 strike breakers, made them deputy marshals and armed them with a badge and a gun. Great numbers of workers sympathetic to the cause, particularly in the Chicago area, attacked the trains in response. There were many casualties, trains were torched, and approximately half of the army (12,000 troops) were deployed to keep the peace, in addition to breaking the boycott.

The president of the ARU, Eugene V. Debs, and other leaders were sentenced to jail. On July 18, Pullman announced it would reopen the shops, but would only hire people who signed a “yellow dog” contract, which promised that as long as they were an employee of the Pullman Company they would never join a union.

Appendix F, page 1
Pullman Strike Questions

Directions: On a separate sheet of paper complete the following questions. Be sure to show your work where necessary, include details and support from the text, and write your answers in complete, well-developed sentences.

1. Look at the list of items that were needed to support a family. Based on the \$ 9.00 that a worker made a week, how much would they make if:
 - a. Their pay was cut 25% a week?
 - b. After their pay was cut, how much would their check be after the rent was taken out?
 - c. What do you think the family could do without and still survive?
 - d. Why didn't the family move and find another job?

2. Explain what the big issues were that caused the workers to join a union and eventually strike.

3. Discuss and identify ways that the Pullman Company could have improved the situation for its workers.

4. Do you think that the Pullman Company was doing everything that it could to help the workers survive? Why or Why not? Support your answer.

5. Were all of the events that led up to the end of the strike fair and legal? If not, identify those that you believe were not fair or legal and explain why.

6. After the Pullman strike, Eugene Debs concluded that unions were not strong enough to protect the workers. Explain and provide examples that support his belief.

Appendix F, page 2
Pullman Strike Questions KEY

Directions: On a separate sheet of paper complete the following questions. Be sure to show your work where necessary, include details and support from the text, and write your answers in complete, well-developed sentences.

1. Look at the list of items that were needed to support a family. Based on the \$ 9.00 that a worker made a week, how much would they make if:

a. Their pay was cut 25% a week?

\$ 9.00	\$ 9.00
<u>x .25</u>	<u>- 2.25</u>
\$ 2.25	\$ 6.75 a week

b. After their pay was cut, how much would their check be after the rent was taken out?

\$ 6.75
<u>- 3.25 rent and wear and tear on house contents</u>
\$ 3.50 a week

c. What do you think the family could do without and still survive on the week's pay?

Have students do some figuring to see what the family can do without and see if they can still afford it on the remaining \$3.50. Tell them that the family still has to eat something and the weather is getting cold, just so that they realize that they can't go without clothes.

d. Why didn't the family move and find another job?

The country is in a recession at this point in time. This means that jobs are scarce everywhere. Also, after the small amount that they bring home there is little left to finance the move to somewhere else, because they would have to come up with transportation costs to get there.

2. Explain what the big issues were that caused the workers to join a union and eventually strike.

Workers joined the unions, because they were treated poorly by the foremen at work, were receiving wages so low that they couldn't live, and the only way that they were able to make a difference was in a large group made up of many other disgruntled workers.

3. Discuss and identify ways that the Pullman Company could have improved the situation for its workers.

Allow students to think of ways that they company could have helped the workers. Let them use this as a brainstorming activity as if they were the business owner (who, of course, still wanted to make money). Accept all reasonable answers.

Appendix F, page 3

4. Do you think that the Pullman Company was doing everything that it could to help the workers survive? Why or Why not? Support your answer.
Again this is a question that allows the students to voice their opinion. Accept all reasonable answers that are supported by something that they read in the text.

5. Were all of the events that led up to the end of the strike fair and legal? If not, identify those that you believe were not fair or legal and explain why.
Most should say no because today it is illegal to use the Federal Government (Army) to stop a strike within a private business. In addition, there are many other methods that could have been used to break the strike without violence.

6. After the Pullman strike, Eugene Debs concluded that unions were not strong enough to protect the workers. Explain and provide examples that support his belief.
After the Pullman strike, Eugene V. Debs felt that unions were not strong enough to protect the rights of the workers after seeing how the strike was broken and their offices destroyed by “lawful” authorities of the federal government. He felt that smaller groups did not have the strength and ability to fight against the system that currently existed.

Appendix G

Unit Vocabulary

Abolitionist: a person who fights to end slavery

Assassinate: to murder a person who holds a political office

Boycott: an action in which people refuse to buy certain services or goods in order to force change

Civil rights: rights guaranteed under the United States Constitution

Capitalism: an economic system based on the private ownership of the means of production and distribution of goods, characterized by a free competitive market and motivation by profit

Depression: a period of severe economic hardship with high levels of unemployment and poverty

Expose': a formal and systematic statement giving facts about something

Labor Union: an organization of wage earners that is set up to serve and advance its members' interests in terms of wages, benefits and working hours and conditions

Landmark: an important building or place

Laws of Supply and Demand: as demand goes up, prices go up; as demand goes down, prices go down; as supply goes up, prices go down; as supply goes down, prices go up

Lynching: a murder by a mob, without any legal authority, often by hanging or burning

Medicine Ball: a large stuffed, leather-covered ball that weighs several pounds

Muckraker: a journalist who informs the public about corruption in business

Political party: a group of people with certain ideas about how a country should be governed and that works together to get a candidate that shares its ideas. elected

Populist Party: a political party formed at the end of the nineteenth century in response to some of the problems facing American farmers

Refuge: a place of safety for a group of animals or people

Socialism: any of several political movements or theories of the 19th and 20th centuries based on the principles of socialism, typically advocating an end to private property and the exploitation of workers

Spectacles: eyeglasses

Strike: to stop working as a collective form of protest against an employer

Suffrage: the right to vote

Trade: a practical skill or craft done by hand, such as carpentry or plumbing

Appendix H

End of Unit Essay / Final Assessment

The Progressive Era was full of many issues that were the subject of reformers. People were unhappy with the way things were going and the reform measures that were being taken, hopefully, would solve many of the problems that the people of the United States were facing. Write an essay in which you identify the problems, solutions, and effects that occurred during the time known as the Progressive Era. Be sure that you identify and give credit to the important individuals that addressed these issues.

Requirements:

- 1) Must include a graphic organizer (5 points)
- 2) Identify five (5) of the issues discussed in this unit (25 points – 5 points for each issue)
- 3) Explain the methods used in an attempt to solve the five issues that you identified
(25 points – 5 points per solution)
- 4) Include the effects that those solutions had on the problems (25 points – 5 points per effect)
- 5) Be sure to mention the key people involved in each of the issues and solutions (10 points)
- 6) Completed essay must be typed, double-spaced, and in correct essay format (10 points)

Due Date: _____