

Care Deeply
Citizenship

Dare Greatly

Nature
Think Boldly
Live
Passionately

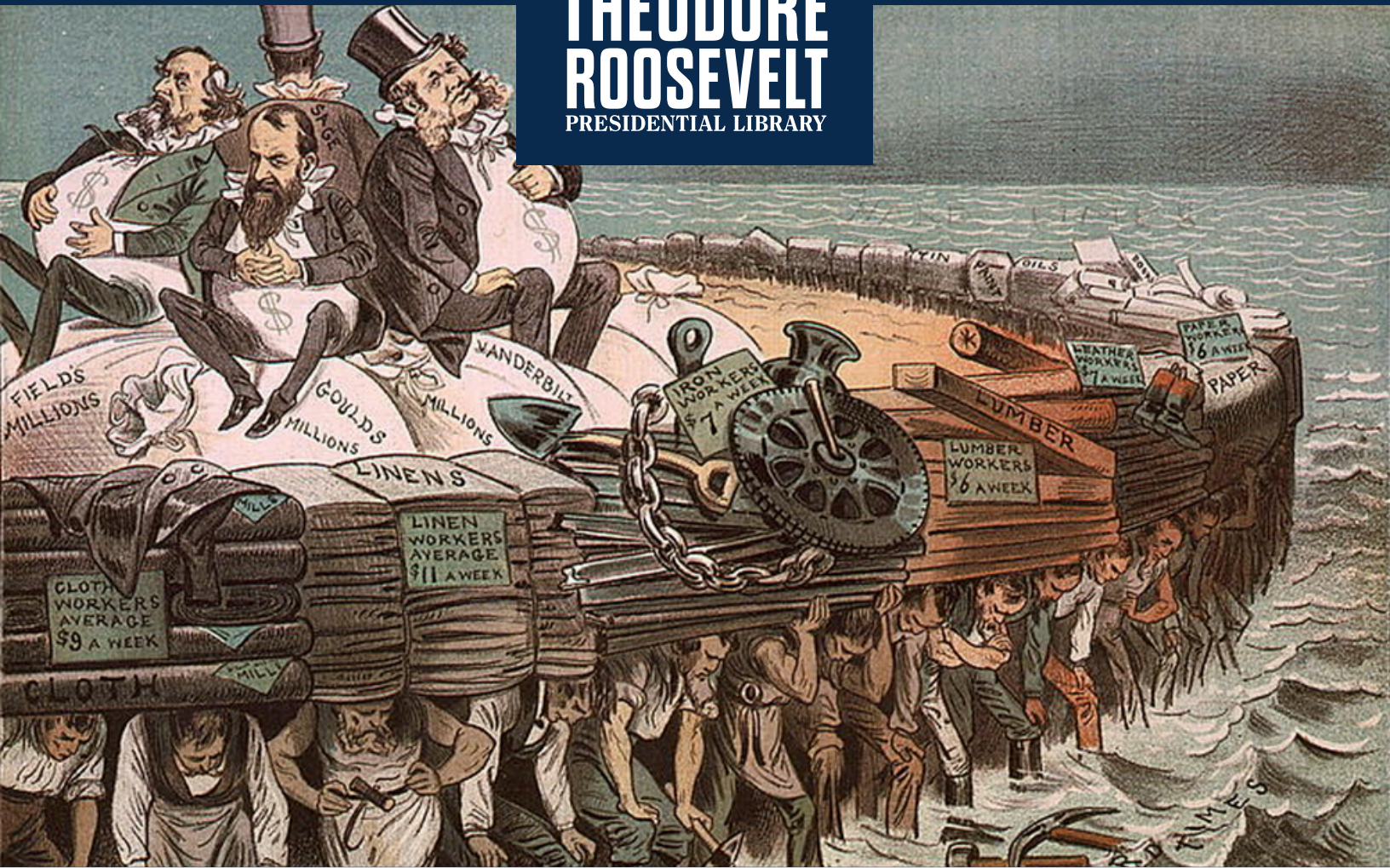


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Lesson Plan

PROGRESSIVISM



High School Social Studies (U.S. History)

WHAT DID IT MEAN TO BE A PROGRESSIVE AT THE TURN OF THE 20TH CENTURY?

Supporting Questions

- 1 Who were some prominent progressives, and what did they believe?
- 2 What were some examples of progressivism in society at the turn of the 20th century?
- 3 What were some examples of progressivism in politics at the turn of the 20th century?
- 4 In what ways did progressivism at the turn of the 20th century fall short?

WHAT DID IT MEAN TO BE A PROGRESSIVE AT THE TURN OF THE 20TH CENTURY?

Standards and Content	<p>US.6_12.1. Analyze primary and secondary sources with attention to reliability, impact, and purpose.</p> <p>US.6_12.4. Compare how historical elements change over time.</p> <p>US.6_12.5. Analyze the significant contributions of people, policy, and the influence on an era.</p> <p>US 6_12.1-6.E3.2. Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.</p>		
Staging the Compelling Question	<p>Make a list of 10 positions and beliefs progressives hold today. How many of those positions do you think progressives at the turn of the 20th century would support?</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<p>Who were some prominent progressives, and what did they believe?</p>	<p>What were some examples of progressivism in society at the turn of the 20th century?</p>	<p>What were some examples of progressivism in politics at the turn of the 20th century?</p>	<p>In what ways did progressivism at the turn of the 20th century fall short?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Use a Venn diagram to compare and contrast some of the prominent progressives at the turn of the 20th century. Was there one major issue they all agreed on?</p>	<p>Create a word wall of some of the terminology used by progressives at the turn of the 20th century to discuss social causes. Do you notice any common language?</p>	<p>List examples of progressivism in politics at the turn of the 20th century. Consider ranking the issues progressives addressed in order of importance to you.</p>	<p>Develop a claim supported by evidence that answers the supporting question in 1–2 paragraphs. Draw from the featured sources below, as well as other information if desired.</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: <u>Excerpt</u> from a speech Theodore Roosevelt gave at Hartford, CT, on September 9, 1912 comparing progressivism and socialism</p> <p>Source B: <u>Excerpt</u> from Woodrow Wilson’s book, <i>The New Freedom</i> (1913)</p> <p>Source C: 1911 <u>newspaper article</u> interviewing Ida M. Tarbell about big business in America</p> <p>Source D: <u>Speech</u> by Ida B. Wells entitled “Lynch Law in All Its Phases” delivered on February 13, 1893</p>	<p>Source A: <u>Speech</u> by Theodore Roosevelt about progressivism</p> <p>Source B: <u>Article</u> titled “Florence [Kelley] Speaks on Child Labor”</p> <p>Source C: 1902 <u>newspaper article</u> titled “Laborers Want Low Car Fares”</p> <p>Source D: 1902 newspaper <u>article</u> by Eugene V. Debs titled “How I Became a Socialist”</p>	<p>Source A: <u>Letter</u> from Theodore Roosevelt to Walter E. Myer dated August 3, 1912</p> <p>Source B: <u>Letter</u> from Theodore Roosevelt to Winthrop Murray Crane dated October 22, 1902</p> <p>Source C: <u>Letter</u> from Theodore Roosevelt to James Wolcott Wadsworth dated June 8, 1906</p> <p>Source D: Devils Tower National Monument <u>proclamation</u> signed by Theodore Roosevelt on September 24, 1906</p>	<p>Source A: <u>Article</u> by Monee Fields-White titled “The Root: How Racism Tainted Women’s Suffrage”</p> <p>Source B: 1901 <u>newspaper article</u> by Jane Addams titled “Respect for Law”</p> <p>Source C: 1913 <u>newspaper article</u> titled “Pastors for Eugenics”</p> <p>Source D: <u>Letter</u> from Theodore Roosevelt to Mrs. J.H. Stine dated April 21, 1911</p>

High School Social Studies (U.S. History)

Summative Performance Task

ARGUMENT: *What Did It Mean to Be a Progressive at the Turn of the 20th Century?* Construct an argument (e.g., detailed outline, poster, essay) that analyzes progressivism at the turn of the 20th century, including noting distinctions from today's concept of progressivism, using specific claims and relevant evidence from sources while acknowledging competing views.

EXTENSION: Research one prominent progressive of the turn of the 20th century. Compile your research in whatever way you'd prefer (several paragraph essay, poster board, etc.). How was this person a typical (or atypical) progressive of the early 20th century?

Taking Informed Action

UNDERSTAND: The progressives at the turn of the 20th century strongly advocated for a number of different positions in hopes of bettering politics and society. What political and social issues of today are important to you? Research one of them.

ASSESS: Compare and contrast your chosen political or social issue to how it was viewed at the turn of the 20th century. Did progressives see it as an important issue then?

ACT: Reach out to a local newspaper (including a school newspaper) and write an op-ed about your chosen political or social issue.

**Featured sources are suggested, and links are provided. It may be that these links are broken, and we apologize in advance for the inconvenience.*

OVERVIEW

Inquiry Description

This inquiry leads students through an investigation of progressives at the turn of the 20th century. While all progressives of the time wanted to improve politics and society, sometimes they had differing opinions about what issues to target. Even before he ran under the Progressive “Bull Moose” Party, Theodore Roosevelt embodied progressivism at the turn of the 20th century with his trust-busting and square deal policies.

This inquiry highlights the following additional North Dakota standards:

- **US.6_12.1.** Analyze primary and secondary sources with attention to reliability, impact, and purpose.
- **US.6_12.4.** Compare how historical elements change over time.
- **US.6_12.5.** Analyze the significant contributions of people, policy, and the influence on an era.
- **US 6_12.1-6.E3.2.** Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.

It is important to note that this inquiry requires prerequisite knowledge of the Gilded Age and Progressive Era and Theodore Roosevelt’s presidency. It would also be helpful for students to have an understanding of different political parties and knowledge of progressives at the turn of the 20th century beyond Roosevelt. This inquiry is expected to take three or four 50-minute class periods but could expand if students need additional instructional experiences. Teachers should adapt the inquiry to meet the needs and interests of their students.

Structure of the Inquiry

In addressing the compelling question, students will have the opportunity to dig deeper into progressivism at the turn of the 20th century and compare it to progressivism today. To thoughtfully answer the question “What Did It Mean to Be a Progressive at the Turn of the 20th Century?” students will consider prominent progressives like Roosevelt, examples of progressivism in society and politics, and ways in which progressivism fell short of its goals. The idea of this inquiry is for students to realize that progressivism at the turn of the 20th century not only differs from progressivism today but also was not always a consistent set of beliefs, as different progressives sometimes had different foci.

STAGING THE COMPELLING QUESTION

In staging the compelling question, students are encouraged to reflect on their knowledge of progressivism today. This activity encourages students to consider what positions held by progressives today would have been held by progressives at the turn of the 20th century.

SUPPORTING QUESTION 1

The first supporting question is “Who were some prominent progressives, and what did they believe?”

The formative task is to use a Venn diagram to compare and contrast some of the prominent progressives at the turn of the 20th century. Was there one major issue they all agreed on?

Teachers may implement this task by providing students with some preliminary information about the four progressives listed below. Teachers may also choose to tell students about some progressives from the turn of the 20th century who are not listed below.

The following sources were selected to provide students different examples of progressives at the turn of the century.

- **Featured Source A** is an excerpt from a speech Theodore Roosevelt gave at Hartford, CT, on September 9, 1912 comparing progressivism and socialism.
- **Featured Source B** is an excerpt from Woodrow Wilson’s book, *The New Freedom* (1913) discussing the concept of liberty.
- **Featured Source C** is a 1911 newspaper article interviewing Ida M. Tarbell about big business in America.
- **Featured Source D** is a speech by Ida B. Wells entitled “Lynch Law in All Its Phases” delivered on February 13, 1893.

SUPPORTING QUESTION 2

The second supporting question is “What were some examples of progressivism in society at the turn of the 20th century?”

The formative task is to create a word wall of some of the terminology used by progressives at the turn of the 20th century to discuss social causes. Do you notice any common language?

Teachers may implement this task by providing students with quotations about progressivism at the turn of the 20th century. The Gilder Lehrman Institute of American History has a short article about Theodore Roosevelt and the Progressive Era that might be a helpful starting point.

The following sources were selected to provide students with examples of progressivism at the turn of the 20th century as it pertained to social causes.

- **Featured Source A** is a speech by Theodore Roosevelt about progressivism.
- **Featured Source B** is an article titled “Florence [Kelley] Speaks on Child Labor” in which Kelley denounces the abuses of child labor.
- **Featured Source C** is a 1902 newspaper article titled “Laborers Want Low Car Fares” in which Jane Addams encourages a reduction in public transportation fares for the working class.
- **Featured Source D** is a 1902 newspaper article by Eugene V. Debs titled “How I Became a Socialist.”

SUPPORTING QUESTION 3

The third supporting question is “What were some examples of progressivism in politics at the turn of the 20th century?” The formative task is to list examples of progressivism in politics at the turn of the 20th century. Consider ranking the issues progressives addressed in order of importance to you. Teachers may implement this task by providing students with a list of progressive policies from Theodore Roosevelt’s presidency. If desired, teachers could also include examples from other presidential administrations like Woodrow Wilson’s presidency to allow students to compare and contrast progressivism during Roosevelt’s administration versus Wilson’s administration. A [timeline](#) of Theodore Roosevelt’s presidency available on the Theodore Roosevelt Presidential Library’s website might be useful.

The following sources were selected to provide students with examples of progressivism in politics at the turn of the 20th century, namely during Theodore Roosevelt’s presidency.

- **Featured Source A** is a [letter](#) from Theodore Roosevelt to Walter E. Myer dated August 3, 1912 in which Roosevelt emphasizes the role he played in the passage of food safety regulations through the Pure Food and Drug Act of 1906.
- **Featured Source B** is a [letter](#) from Theodore Roosevelt to Winthrop Murray Crane dated October 22, 1902 in which Roosevelt discusses the resolution of the anthracite coal strike of 1902.
- **Featured Source C** is a [letter](#) from Theodore Roosevelt to James Wolcott Wadsworth dated June 8, 1906 in which Roosevelt mentions the need for additional government inspection of meat, which ultimately culminated in the Meat Inspection Act of 1906.
- **Featured Source D** is the Devils Tower National Monument [proclamation](#) signed by Theodore Roosevelt on September 24, 1906, an example of his progressivism in promoting conservation policies.

SUPPORTING QUESTION 4

The fourth supporting question is “In what ways did progressivism at the turn of the 20th century fall short?” The formative task is to develop a claim supported by evidence that answers the supporting question in 1–2 paragraphs, drawing from the featured sources below, as well as other information if desired. Teachers may implement this task by providing students with background information regarding debates between progressives at the turn of the 20th century, predominantly centered around women’s rights, eugenics, and the rights of African Americans (including differing opinions about lynching).

The following sources were selected to provide students with examples of less than savory political and social beliefs some progressives held to give them a chance to grapple with progressivism at the turn of the 20th century.

- **Featured Source A** is an [article](#) by Monee Fields-White titled “The Root: How Racism Tainted Women’s Suffrage,” which examines the conflict between Ida B. Wells, a vocal advocate against lynching, and Frances E. Willard, the national president of the Woman’s Christian Temperance Union, who supported temperance and women’s suffrage at the expense of the Black community.
- **Featured Source B** is a 1901 [newspaper article](#) by Jane Addams titled “Respect for Law” in which Addams argues against lynching and mob violence.
- **Featured Source C** is a 1913 [newspaper article](#) titled “Pastors for Eugenics” that lists out clergy who supported eugenics through “health marriages,” ranging from Presbyterians to the Liberal Ministers Association of New York.
- **Featured Source D** is a [letter](#) from Theodore Roosevelt to Mrs. J.H. Stine dated April 21, 1911 in which Roosevelt asserts that every couple should have at least three children. If they have fewer than three, it is the equivalent of a soldier doing only a third of his duty on the battlefield.

SUMMATIVE PERFORMANCE TASK

At this point in the inquiry, students have examined a variety of angles and perspectives regarding progressives in the at the turn of the 20th century.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will construct an argument that analyzes progressivism at the turn of the 20th century, including noting distinctions from today's concept of progressivism using specific claims and relevant evidence from sources while acknowledging competing views.

Students' arguments will likely vary, but could include any of the following:

- *Progressives at the turn of the 20th century were trailblazers, arguing for issues largely disregarded at the time like rights for women and African Americans.*
- *While progressives at the turn of the 20th century did try to better society through improved working conditions, they largely worked within the confines of social opinion at the time and ignored major issues like lynching.*
- *Progressives at the turn of the 20th century were both ahead of their time as well as products of their time. They often helped improve life for white men (and sometimes women), but minorities like immigrants and African Americans were largely not included in their reforms.*

To support students in their writing, teachers could encourage students to compare the opinions of different progressives from the turn of the 20th century, because they did not always agree. Were there any common threads? Did some progressives hold a different opinion from most other progressives? Teachers might also encourage students to mark different opinions as largely held by the progressives as a whole (for example, labor reforms) or mostly ignored (for example, addressing widespread lynching).

To extend their arguments, students can research one prominent progressive at the turn of the 20th century. Encourage them to compile their research in whatever way they would prefer (several paragraph essay, poster board, etc.). How was their chosen person a typical (or atypical) progressive of the turn of the 20th century?

Students can take informed action by researching a political or social issue of today of importance to them, comparing and contrasting their chosen political or social issue with how it was viewed at the turn of the 20th century, and reaching out to a local newspaper to write an op-ed.