

HIST 202 Progressivism to American Conservatism

Unit 2: Progressivism and the Early 20th Century

5 Instructional Days

Unit Overview

Big Idea: In the late 18th and early 19th centuries the American people, led by their political leaders, clamored for reforms that would better their everyday lives. These reforms would lead to massive change in the culture, economy, and political makeup of American Society that are still felt today.

Unit Goals:

- A. To Evaluate a historical source for point of view and historical context**
- B. To Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses**
- C. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts**
- D. Investigate causes and effects of significant events in United States history: WWI**
- E. Examine and evaluate issues of unity and diversity from Reconstruction to present: Role of Religion**

Enduring Understanding Connections

The strong progressive movement successfully demanded that the powers of government be applied to solving the economic and social problems of industrialization. Progressivism first gained strength at the city and state level, and then achieved national influence in the moderately progressive administrations of Theodore Roosevelt. Roosevelt's handpicked successor, William H. Taft, aligned himself with the Republican Old Guard, causing Roosevelt to break away and lead a progressive third-party crusade. After winning a three-way election focused on different theories of progressivism, Woodrow Wilson successfully pushed through a sweeping program of domestic economic and social reform in his first term. Wilson's attempt to promote an idealistic progressive foreign policy failed, as dangerous military involvements threatened in Latin America and the North Atlantic. A disillusioned America turned away from idealism and reform after World War I and toward isolationism in foreign affairs, domestic social conservatism and the pleasures of prosperity. New technologies, mass-marketing techniques, and new forms of entertainment fostered rapid cultural change along with a focus on consumer goods. But the accompanying changes in moral values and uncertainty about the future produced cultural anxiety as well as sharp intellectual critiques of American life.

Course Enduring Understandings

- A.** The development of the United States has been affected in significant ways by its geography.
- B.** The ideals of freedom, equality, democracy, and economic well-being have been powerful motivators throughout our history.
- C.** Political democracy in the U.S. grew from European and colonial roots and evolved, through conflict and compromise, into the system we have today.
- D.** The tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, cultural diversity and civic unity have shaped U.S. history.
- E.** The history of the United States is a story of diverse groups struggling to realize the American ideal. These groups have contributed to the American heritage and contemporary society.
- F.** The development of the United States has been shaped dramatically by economic growth.
- G.** Issues in and between other countries dramatically affect the United States and in turn, U. S. policy dramatically affects other countries.

Course Essential Questions

- A. In what ways has geography shaped the economic, political, and social development of the United States?
- B. How has our understanding of the meaning of freedom, democracy, and economic well-being changed over time? How and in what ways have these ideals shaped our history?
- C. To what extent is our government democratic?
- D. What factors contributed to the development and retardation of political democracy in the United States?
- E. How have these tensions shaped U.S. history? Where do you stand with regard to these tensions?
- F. What factors lead to unity? To division?
- G. In what ways and to what extent have diverse groups shaped American society, economics, politics, and culture? What does it mean to be an American?
- H. What is the American Dream? Are all groups in the United States able to achieve the American Dream?
- I. How has economic growth shaped society, politics, and culture in the U.S.?
- J. What issues drive our relations with other nations? What is America's role in the world in regard to these issues?

Chapter 28 Reading Guiding Questions

1. What was the origins and nature of the progressive movement?
2. How did the early progressive movement develop its roots at the city and state level?
3. What role(s) did women play in progressive social reform?
4. How did President Roosevelt begin to apply progressive principles to the national economy?
5. Why did Taft's policies offend progressives like Roosevelt?
6. How did Roosevelt lead a progressive revolt against Taft that openly divided the Republican Party?

Chapter 29 Reading Guiding Questions

1. What were the key issues of the pivotal 1912 election and the basic principles of Wilsonian progressivism?
2. How did Wilson successfully reformed the "triple wall of privilege."
3. What were the basic features of Wilson's moralistic foreign policy and how did they draw him into intervention in Latin America?
4. What was America's initial response to World War I, and why was there an increasingly sharp conflict over America's policies toward Germany?
5. How did domestic and foreign controversies affect Wilson's narrow impact over Hughes in 1916?

Learning Goals Topics Of Discussion	Learning Goal Essential Questions Habits of Mind Documents
<p>LG 1 Analyze the roots of the Progressivism and the role played by Roosevelt in the Formation of that new political ideology</p> <p>This should include discussion of :</p> <ul style="list-style-type: none"> • Origins of the Progressive movement: Greenback labor party, Populists, Henry Demarest Lloyd, Standard Oil Company, Wealth Against Commonwealth, Jacob A. Riis, How the Other Half Lives, Socialists, feminists • Muckrakers: Lincoln Steffens, Ida M. Tarbell, David G. Phillips, Ray Stannard, John Spargo, • Politics: 2 goals of progressivism, direct primary elections, 	<ul style="list-style-type: none"> • Why did the progressives believe that strong government action was the only way to tackle to social and economic problems of industrialization? How did the approach differ from traditional American emphasis on voluntary solutions to social problems? • To what extent was progressivism really a "middle class" reform effort that did not really reflect the interest or concerns of the poor and working classes it claimed to benefit? How did some of the progressive concern for conservation and environment reflect the perspectives of more affluent Americans? <p>Habits of Mind: Multi-Causality Understand the complexity of historical cause-effect relationships in order to avoid simplified generalizations.</p>

<p>initiative, referendum, and recall, 17th amendment, states and progressivism, Robert M. La Follette, Hiram W. Johnson</p> <ul style="list-style-type: none"> • Women: settlement house movement, traditional roles of wife and mother, Women's Trade Union League, National Consumers League, Florence Kelley, National Consumers League, restriction of alcohol • Teddy Roosevelt: 3 parts of the Square Deal, Pennsylvania Coal mine strike, Roosevelt's role in the strike, George F. Baer, outcome of strike, Department of Commerce, Commerce Commission and railroad barons, the Elkins Act, the Hepburn Act, outcome of Roosevelt's challenge to the Northern Securities Company, Election of 1904, Roosevelt Panic, Aldrich-Vreeland Act • Consumerism: Meat Inspection Act, Pure Food and Drug Act • Conservation: Desert Land Act of 1887 Forest Reserve Act of 1891. The Carey Act of 1894 Newlands Act of 1902, Roosevelt and Federal Reserves," multiple-use resource management," federal management of natural resources. • Presidency of Taft: election of 1908, William Jennings Bryan, Manchurian monopoly, Open Door policy Philander C. Knox 90 lawsuits dissolution of the Standard Oil Company, "rule of reason," Payne-Aldrich Bill, Ballinger-Pinchot quarrel, Republican Party split, The Taft-Roosevelt Rupture, National Progressive Republican League, Taft-Roosevelt explosion 	<p>Documents</p> <ul style="list-style-type: none"> • Lochner v. New York • Muller v. Oregon, • Film—Ken Burns—The National Parks: America's Best Idea • Film—TR • Lincoln Steffens, <i>The Shame of the Cities</i> • George Plunkitt, "On the Shame of Cities," recorded in 1905. • <i>Excerpts from Jacob Riis's book How the Other Half Lives, 1890</i> • <i>Excerpt from Jane Addams, The Spirit of Youth and the City Streets, 1909.</i> • <i>Public speech by Roosevelt, December 1905</i> • <i>New Nationalism Speech, Roosevelt, August 1910</i> • <i>Letter from Roosevelt to a friend on May 6, 1905</i> • <i>Roosevelt's annual message to Congress, December 4, 1906.</i> • <i>Excerpt from Booker T. Washington's 'Atlanta Compromise' speech, 1895.</i> • <i>W. E. B. DuBois, The Souls of Black Folk (Chicago, 1903)</i> • <i>Ignorance is the Real Enemy, Ray Stannard Baker</i> • <i>A Big Moral Movement in Democracy, William Allen White</i> • <i>God Must Work in Some Other Mine, John Spargo</i> • <i>Mob Violence has No Place, Ida B. Wells</i> <p>Readings:</p> <p>Taking Sides Clashing Views on Political Issues Issue 3: Is Bigger Government Better Government?</p> <p>The US Constitution a Reader: The Right of the People to Rule—Theodore Roosevelt</p> <p>The US Constitution a Reader: The Presidency: Making and Old Party Progressive—Theodore Roosevelt</p> <p>The US Constitution a Reader: Liberalism and Social Action-John Dewey</p> <p>A People's History of the United States: Chapter 13The Socialist Challenge</p> <p>Taking Sides-Clashing Views on American History Vol. II: Was City Government in the Late Nineteenth-Century America A Conspicuous Failure?</p>
<p>LG 2 Analyze the impact Woodrow Wilson's policy on sweeping domestic economic and social progressive reforms and the reasons behind the failing of his idealistic progressive foreign policy.</p> <p>This Should Include discussion of:</p> <ul style="list-style-type: none"> • Campaign of 1912: Woodrow Wilson and his new freedom platform, democratic progressive platform, Theodore Roosevelt's platform, Roosevelt's shooting, • Wilson's Presidency: Result of election of 1912, Wilson's problem connecting, "the triple wall of privilege," Underwood Tariff Bill, graduated income tax, Problems with the National Banking Act, the Federal Reserve Act, Powers of the Federal Reserve Board, the Federal Trade Commission Act, The Clayton Antitrust Act, Samuel Gompers, The Federal Farm Loan Act, The Warehouse Act, The La Follette Seamen's Act, Workingmen's Compensation Act, The Adamson Act, Louis D. Brandeis, 	<ul style="list-style-type: none"> • Why did Wilson fail in his attempt to develop a more "moral," imperialistic policy in Latin America? Were his involvements really an attempt to create a new mutual relationship between the United States and the neighboring republics, or was it just an alternative form or American domination. • Was the United States genuinely neutral during the first years of World War I, or was it biased in favor of the Allies and against Germany? Was it possible for the U.S. to remain neutral? Why or why not? <p>Habits of Mind: Historical Empathy</p> <p>Describe past events and issues as people experienced them at the time, in order to develop historical empathy.</p> <p>Documents</p> <ul style="list-style-type: none"> • Film—Iron Jawed Angels • Film—All Quiet on the Western Front • Film—America At War Volume 7 • Film—Influenza 1918 • Film—Emma Goldman • <i>Declaration of Sentiments, written in 1848 by Elizabeth Cady</i>

<ul style="list-style-type: none"> • Wilson’s Foreign Policy: Anti-Imperialism, Panama Canal Tolls Act, the Jones Act ,political turmoil in Haiti, treaty with Haiti, purchase of Virgin Islands, Mexican Revolution, Seizure of Veracruz, Political reforms in Mexico, Fransico Villa, • World War I: the neutrality proclamation Kaiser Wilhelm II, trade with allies, prevention of trade with Germany, Lusitania and unrestricted submarine warfare, Sussex pledge: • Wilson’s Reelection: Progressive party and Republican party meeting, Roosevelt refuses to run, Charles Evans Hughes, the Republican and Democratic platform 	<p><i>Stanton.</i></p> <ul style="list-style-type: none"> • <i>Excerpt from Molly Elliot Seawell, published the anti-suffrage book, The Ladies’ Battle, in 1911.</i> • <i>Article from an anti-suffrage newspaper, The Woman’s Protest against Woman’s Suffrage, published in New York October 1912.</i> • <i>Representative John A. Moon of Tennessee, speech in House of Representatives, January 10, 1918</i> • <i>President Woodrow Wilson, in a speech before Congress, August 19, 1914.</i> • <i>President Woodrow Wilson, in a speech before Congress, April 2, 1917</i> • <i>Eugene Debs speech, June 1918</i> • <i>Woodrow Wilson, speech in Pueblo Colorado, September 25, 1919</i> • <i>Henry Cabot Lodge, speech, August 12, 1919</i> • <i>16th Amendment</i> • <i>17th Amendment</i> • <i>Keating Owen Child Labor Act, 1916</i> • <i>Zimmerman Telegram, 1917</i> • <i>Address to Congress Leading to a Declaration of War against Germany, 1917</i> • <i>President Wilsons Fourteen Points, 1918</i> <p>Readings:</p> <p>Taking Sides Clashing Views on Political Issues Issue 12: Is the Welfare State Obsolete?</p> <p>Taking Sides Clashing Views on Political Issues Issue 122: Are Entitlement programs creating a culture of Dependency?</p> <p>The US Constitution a Reader: What is Progress—Woodrow Wilson</p> <p>The US Constitution a Reader: Socialism and Democracy—Woodrow Wilson</p> <p>The US Constitution a Reader: The President of the United States—Woodrow Wilson</p> <p>The US Constitution a Reader: The Study of Administration—Woodrow Wilson</p> <p>A People’s History of the United States: Chapter 14 War is the Health of the State</p> <p>NextText: American Studies—How We Entered World War I by Barbara Tuchman</p> <p>The Way We Lived Chapter 8 War and Society: Essay and Documents</p>
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Measuring and Tracking Learning Goals

<p>Measuring Progress of Learning Goals</p> <ul style="list-style-type: none"> • Daily checks for understanding • Daily demonstrators of learning to be completed for each Lesson objective 	<p>Tracking Student Progress</p> <ul style="list-style-type: none"> • Weekly averages of Learning Goal objective demonstrations of learning
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<p>Assessing the progress of the Learning Goals</p> <p>Students complete formative assessments during and after the completion of each learning goal. Formative assessment consists of:</p> <ul style="list-style-type: none"> • A 15-25 Multiple choice formative assessment at the completion of the learning goal • Chapter reading and guided reading questions • Formative assignments throughout the learning goal • Socratic seminars and class discussions on the primary sources and secondary readings associated with the

learning goal

Measuring and Tracking of Progress towards Unit Goals

Measuring the Unit Goals

Students complete Formative writing assessments after the completion of each learning goal.

Tracking Student Progress

- Weekly graphing of student progress on learning goal formative writing assessments

Measuring Progress to Unit Goals:

- Students score proficient or advanced on 80% of learning goal formative assessments
- Students score proficient or advanced on 80% of learning goal formative writing assignments
- Students score proficient or advanced on 100% of take home practice

Learning Goal Summative Assessments

LG1 Standard Summative Assessment

LG2 Standard Summative Assessment

Summative Writing Assessments

In a five paragraph essay, using the documents provided, answer the following prompts:

DBQ Essay: Was Andrew Carnegie a Hero?

DBQ Essay: Progressivism: Where Will you put Your Million Dollars?

Blog Posts

Blog Site: <http://mrmacsclassroom/>

Blog Post 4:

Using the information from chapter 28 and all in class work and reading, why were women so critical to the successes of the progressive movement? Were there any weaknesses in their ideas and approaches to social reform? Responses should take the form of continuing the conversation, asking questions, or clarifying the students answer.

Unit Learning Goal Lesson Objectives

Learning Goal

Lesson Objectives

LG 1

LO 1A SWBAT discuss the origins and nature of the Progressive movement.
LO 1B SWBAT discuss how the early progressive movement developed its roots at the city and state level
LO 1C SWBAT identify the critical role that women played in the progressive social movement
LO 1D SWBAT tell how president Roosevelt began applying progressive principles to the national economy
LO 1E SWBAT explain why Taft's policies offended progressives, including Roosevelt
LO 1F SWBAT describe how Roosevelt led a progressive revolt against Taft that openly divided the Republican party

LG 2

LO 2A SWBAT discuss the key issues of the pivotal 1912 election and the basic principles of Wilsonian progressivism
LO2B SWBAT describe how Wilson successfully reformed the "triple wall of privilege"
LO2C SWBAT state the basic features of Wilson's moralistic foreign policy and explain how they first drew him into intervention in Latin America
LO2D SWBAT describe America's initial response to World War I and explain the increasingly sharp conflict over America's policies toward Germany.
LO 2E SWBAT explain how domestic and foreign controversies affected Wilson's narrow victory over Hughes in 1916

Lesson Objective Demonstrations of Learning

Learning Goal

Demonstration of Learning

<p><u>LG 1</u></p>	<p>LO 1A GSA: Why was America in need of Reform? Where did these reforms begin? What was the most important reform brought about during the progressive movement? Use specific examples to justify your answer.</p> <p>LO 1B GSA: Why is it important for reform to come from the bottom up instead of the top down?</p> <p>LO 1C GSA: Using excerpts from one of the documents covered in class today, what arguments were put forth to by women persuade the public that public reforms were needed? Was that argument affective? Why did women need to make that argument? Use specific examples to justify your answer.</p> <p>LO 1D GSA: What role did Roosevelt feel that the national government needed to play in the national economy? What did he do to promote that view? Was it successful? Would you have done the same?</p> <p>LO 1E GSA: What would have been your response to Taft’s progressive ideals if you were Teddy Roosevelt? Use specific examples to justify your statement.</p> <p>LO 1F GSA: After the republican party split, which side do you think would have been the most successful today? Why? Which party would you have joined?</p>
<p><u>LG 2</u></p>	<p>LO 2A GSA: Why was America still in need of Reform after the Roosevelt Era? How did Wilson’s reforms differ from those of Teddy? What was the most important reform brought about during the Wilsonian Era of the progressive movement? Use specific examples to justify your answer</p> <p>LO 2B GSA: Using excerpts from one of the documents covered in class today, what arguments were put forth to persuade the public that the “triple Wall of privilege” needed to be brought down? Was that argument affective? Use specific examples to justify your answer.</p> <p>LO 2C GSA: Wilson’s intrusion into Latin America does not make it into many of the textbooks in classrooms today. Why do you think this is the case?</p> <p>LO2D GSA: Why did America not want to go to war with Germany? What policy do you think would have been best for America at the time? Justify your answer</p> <p>LO 2E GSA: Why did Wilson win a narrow victory over Hughes in 1916?</p>

Instructional Calendar

<p>January 20 NO SCHOOL MLK DAY Group Project</p>	<p>January 21 Progressivism Document Analysis— Film--TR Group Project</p>	<p>January 22 Roosevelt vs. Taft Document Analysis— Film Ken Burns National Parks and Documents Group Project</p>	<p>January 23 Wilsonian Progressivism Document Analysis Group Project</p>	<p>January 24 Wilson in Latin America LG 1 and 2 Summative Assessment</p>
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