

INTRODUCTION

Overburdened cities led Progressives to agitate for reforms on political, economic, and social fronts. While most Americans agreed that government intervention was needed to address large-scale problems such as child labor or food contamination, there was little agreement on a proper solution.

LEARNING OBJECTIVES

In this session, teachers will

- describe how the growing industrial labor market drew people to large cities, and how increases in manufacturing and advertising created a new consumerism that allowed greater individual freedom by weakening the control of families and small communities over personal behavior;
- be able to explain why many were convinced that government regulations were the best strategy for protecting the public from the hazards of the commercial and industrial economy;
- understand that Progressive Era reforms often resulted in social and political structures that were both more democratic and anti-democratic.

Before You Begin

Before the day of the workshop session, familiarize yourself with the reading materials assigned to the participating teachers. Review this facilitator's guide. Be sure to prepare the correct number of overheads and handouts needed for each activity. Each participant should read the text materials for the unit before attending the workshop (estimated reading time: two hours), and should bring these materials with them to the workshop session. Activities during the session will draw heavily on the content in the text materials, as well as the video.

MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Text Materials for Unit 15: *The Progressives*
- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America's History in the Making* video for Unit 15: *The Progressives* available at www.learner.org
- Overhead projector and colored pens

- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for The Progressives,” create an overhead transparency.
2. Using Appendix B, “Advertisements,” create one overhead transparency of each advertisement.
3. Using Appendix C, “Progressive-Era Concerns That Led to Reforms,” create one handout for each pair of participants.
4. Using Appendix D, “Faces of America Chart,” create one handout for each participant.
5. Using Appendix E, “Women’s Fashion in the Early Twentieth Century,” create one overhead transparency of each photograph.
6. Using Appendix F, “Content Knowledge Assessment Scoring Guide,” create an overhead transparency.

Facilitator’s Note: You may want to prepare overheads of the reflection questions for teachers to reference during the workshop activities.

LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the workshop meeting.

Warm-up and Activity 1 (15 minutes)

In this activity, participants will consider the new consumer economy of this time period by exploring the relationship between the advertising industry and the growing consumer economy. They will examine three advertisements from this period (Appendix B).

Part 1 (10 minutes)

Have the participants refer to their text and prior knowledge about the Progressive Era as they participate in this warm-up activity.

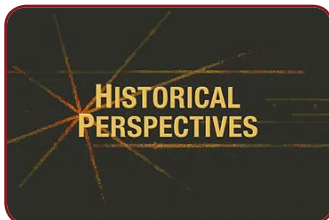
Place the advertisements on the overhead one at a time. For each image, have the group discuss the following questions:

- What was for sale?
- How did this advertisement persuade consumers to buy the item?
- Who was the target audience for this product (e.g., women, families)? What are clues in the advertisement that make you think this is the audience?

Part 2 (5 minutes)

Ask the group to discuss the distinction between a “consumer economy” and “consumerism.” To help with this discussion, clarify the ideas that a consumer economy is the part of the economy directed at the end consumer, and consumerism implies a mindset unduly focused on consuming/accumulating things.

If time permits, have the teachers brainstorm how consumerism changed everyday life and culture during this period.



Watch Video Segment 1:
Historical Perspectives (approximately 10 minutes)

Activity 2 (50 minutes)

The Progressive Era of American history was a period of social movements that had political and economic ramifications. By exploring some of these movements in depth, participants will learn how American society responded to increasing immigration, urbanization, and industrialization.

Part 1 (35 minutes)

Divide participants into pairs, and hand out one copy of the “Progressive-Era Concerns That Led to Reforms” chart (Appendix C) to each pair. Depending on the number of participants, you may divide the list of concerns (on the left column of the handout) evenly amongst the groups.

Using information from the video segment, the text, and their own knowledge, each pair should complete their part(s) of the chart.

Part 2 (15 minutes)

After all the groups are done, compile the information so everyone has a completed chart. Then, have the whole group discuss the following reflection questions:

Reflection Questions

1. How did some of these reform movements create more democracy?
How did some create less democracy?
2. Why did these reform movements take place during this period?
3. How did immigration of foreigners and the migration of African Americans to the North change the country?
4. Do any of the “movements” appear to not be “progressive”? Why not?

Introduction to Video Segment

Give each participant a copy of the “Faces of America Chart” (Appendix D) prior to showing the video clip. Have each participant think about the chart as they view this video segment.



Watch Video Segment 2:
Faces of America (approximately 10 minutes)

Activity 3 (30 minutes)

Participants will consider how different groups labeled “Progressive” were often at odds with each other, and why this phenomenon could take place.

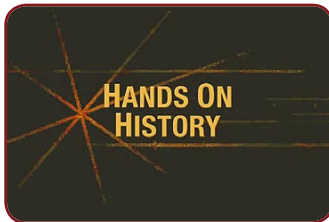
Part 1 (15 minutes)

In groups of three, have the participants complete the Faces of America Chart that you handed out before the video segment.

Part 2 (15 minutes)

Have the large group address the following questions:

- Describe the different ideas that these three people had about improving society.
- In what ways were these ideas at odds with each other? In what ways were they similar?
- How did the social movements of this era represent the changing relationship of the government with those it governed?



Watch Video Segment 3:

Hands on History

(approximately 5 minutes to the end of the tape)

Activity 4 (30 minutes)

Part 1 (15 minutes)

In the introduction to this unit, participants learned about the relationship between the advertising industry and the growing consumer economy, and the increasing “consumerism” during the time in American history often called the “Progressive Era.” In the second activity, participants compared the social movements of this period that had political and economic ramifications. The Faces of America segment provided details about the lives of Addams, Goddard, and DuBois; and the activity following this allowed for a closer examination of the Progressive Era movements to identify differences amongst them.


This final activity serves as a conclusion to this session of the workshop. It provides participants an opportunity to reflect on what they have learned from the text and the workshop activities. This activity also reviews the Scoring Guide, which participants will use to assess their understanding of the content and historical thinking skills learned in this unit.

In previous activities, participants worked either in small groups or with the full group to complete the activities. For this activity, participants should work alone to reflect on what they’ve learned and then write their answers on paper (or type them on a computer). This final activity also models the type of assessment that the participants will be required to take to receive credit for the course.

Direct them as follows:

Place the pictures and descriptions of “Women’s Fashion in the Early Twentieth Century” (Appendix E) on the overhead one at a time and read the description. Read the following passages to augment the descriptions:

- In the 1900s, wealthy women were expected to be ornamentation and wore garments to illustrate conspicuous consumption. The Edwardian silhouette required clothing to modify natural body shapes by elongating the figure and highlighting particular areas.
- In the 1910s, clothing styles reflected the beginning of the American woman’s changing role in society. It was becoming increasingly acceptable for a woman to work outside the home, either as an employee or a volunteer. Clothing styles became more practical to allow for walking and to reduce the restrictiveness of prior eras’ fashions.
- The 1920s began with ankle-length hemlines and ended with them just below the knee. The silhouette created from this style was boyish and straight. Women wore corsets to flatten their chests and narrow their hips because their new sense of liberation rendered breasts and hips unfashionable. Many even forewent the corset entirely.



Ask participants to work individually to analyze and put in writing how these pictures help them explain the theme: “Manufacturing and advertising created a new consumerism, which allowed greater individual freedom by weakening the control of families and small communities over personal behavior.”

On the same page, have participants describe what historical thinking skills they used in their analysis. What specific aspects of the artifact helped them understand the theme better?

As a whole group, look at the criteria for full credit on the Scoring Guide (Appendix F). Ask participants to review what they wrote and share the types of answers that they believe will result in a score of 3 or 4.

Part 2 *(15 minutes)*

Place the three themes for this unit on the overhead again (Appendix A).

As a group, review the list of Progressive-Era concerns examined earlier in the workshop and recorded during Activity 2. Have participants share anything they noticed during the workshop which surprised them about this historical period.

Ask participants to think of possible labels that describe this historical period more accurately than the title “Progressive Era.” Refer them to the themes, the information in the text, and the information learned from the video and activities of this workshop. Ask the participants to consider labels they would like their students to learn. For each suggestion, ask the participants to share specific reasons why the label is useful and accurate.

APPENDICES – *The Progressives*

- A: “Themes for *The Progressives*”
overhead transparency
- B: “Advertisements”
one overhead transparency of each advertisement
- C: “Progressive-Era Concerns That Led to Reforms”
one handout for each pair of participants
- D: “Faces of America Chart”
one handout for each participant
- E: “Women’s Fashion in the Early Twentieth Century”
one overhead transparency of each photograph
- F: “Content Knowledge Assessment Scoring Guide”
overhead transparency

Appendix A: Themes for *The Progressives*

THEME 1

A growing industrial labor market drew people to large cities from all over the U.S. and abroad. Manufacturing and advertising created a new consumerism, which allowed greater individual freedom by weakening the control of families and small communities over personal behavior.

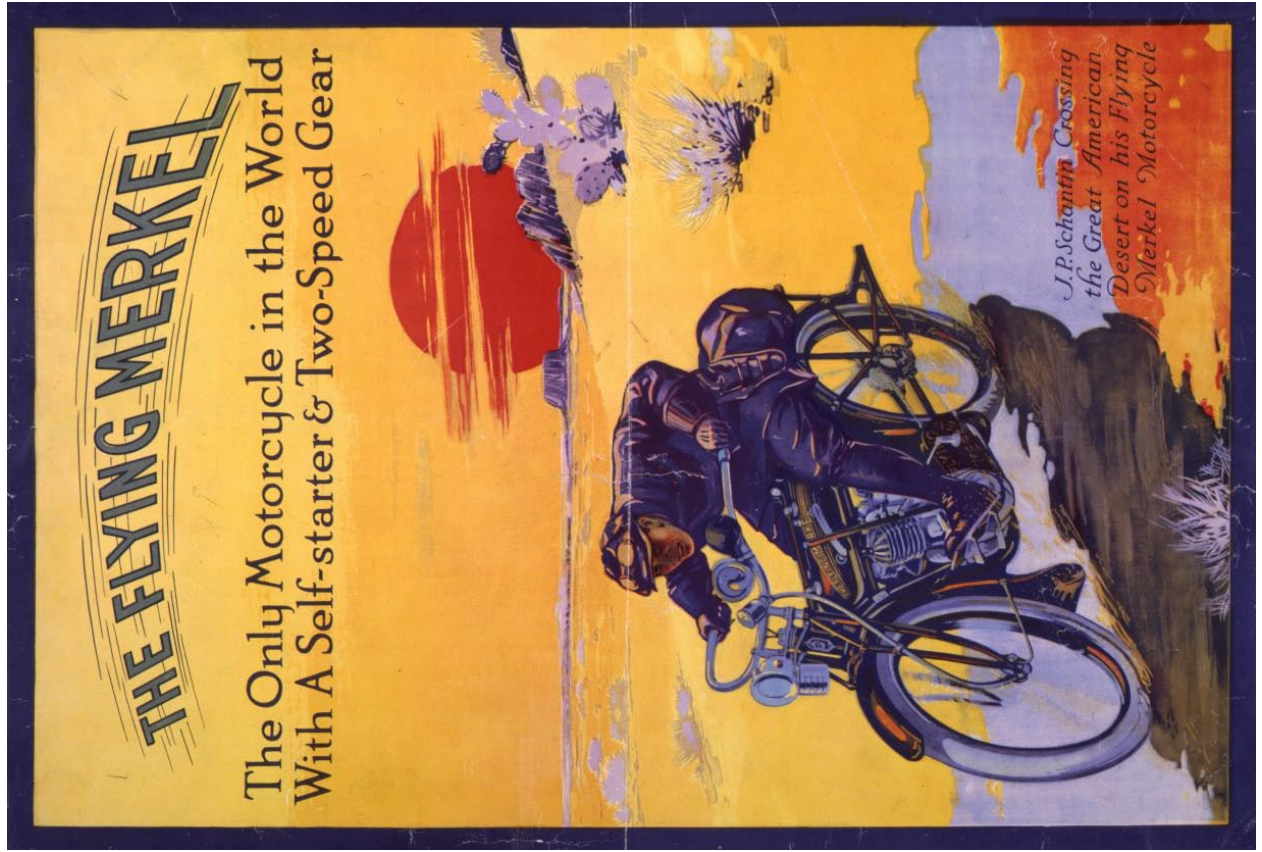
THEME 2

The increasing damage created by a burgeoning commercial and industrial economy convinced many people that only government regulations could protect the public.

THEME 3

Progressive Era reforms often worked at odds to each other, resulting in social and political structures that were both more democratic and anti-democratic.

Appendix B: Advertisements



Item 6826

Miami Cycle & Mfg. Co.,

THE FLYING MERKEL (1913).

Courtesy of the Library of Congress.

Appendix B: Advertisements

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The American Magazine

What's in your telephone

This picture, taken "behind the scenes", gives some idea of the complexity of your telephone. In the 201 parts which make up this instrument are materials brought from every corner of the earth.

To select these materials and refine them, to produce from them the finely-wrought coils and contacts and diaphragms, to assemble the many parts into a smooth-working and long-lasting telephone—all this calls for a manufacturing skill of high order.

Western Electric telephones are the product of fifty-four years' manufacturing experience.

Western Electric
Since 1869 Makers of Electrical Equipment

No. 4 of a series on raw materials.

FLAX

In linen material for transmitter parts.

ENERGY

Contact springs. Also in transmitter parts.

MICA

Transmitter button.

COAL

Carbon granules in transmitter button.

ANTHRAKITE

Used in mouthpiece composition.

PLATINUM

Contact points for contact points in springs.

GOLD

In covering on cord.

SILVER

In contact springs and all brass parts.

COTTON

One of the outside finish constituents.

ZINC

In all electrical joints.

LEAD

Used in solder with tin.

TIN

Felt pad at base.

ALUMINUM

Transmitter diaphragm.

STICK

In covering on receiver and extension cord.

IRON

Magnet structure, receiver and base plate, clamp and screws.

COPPER

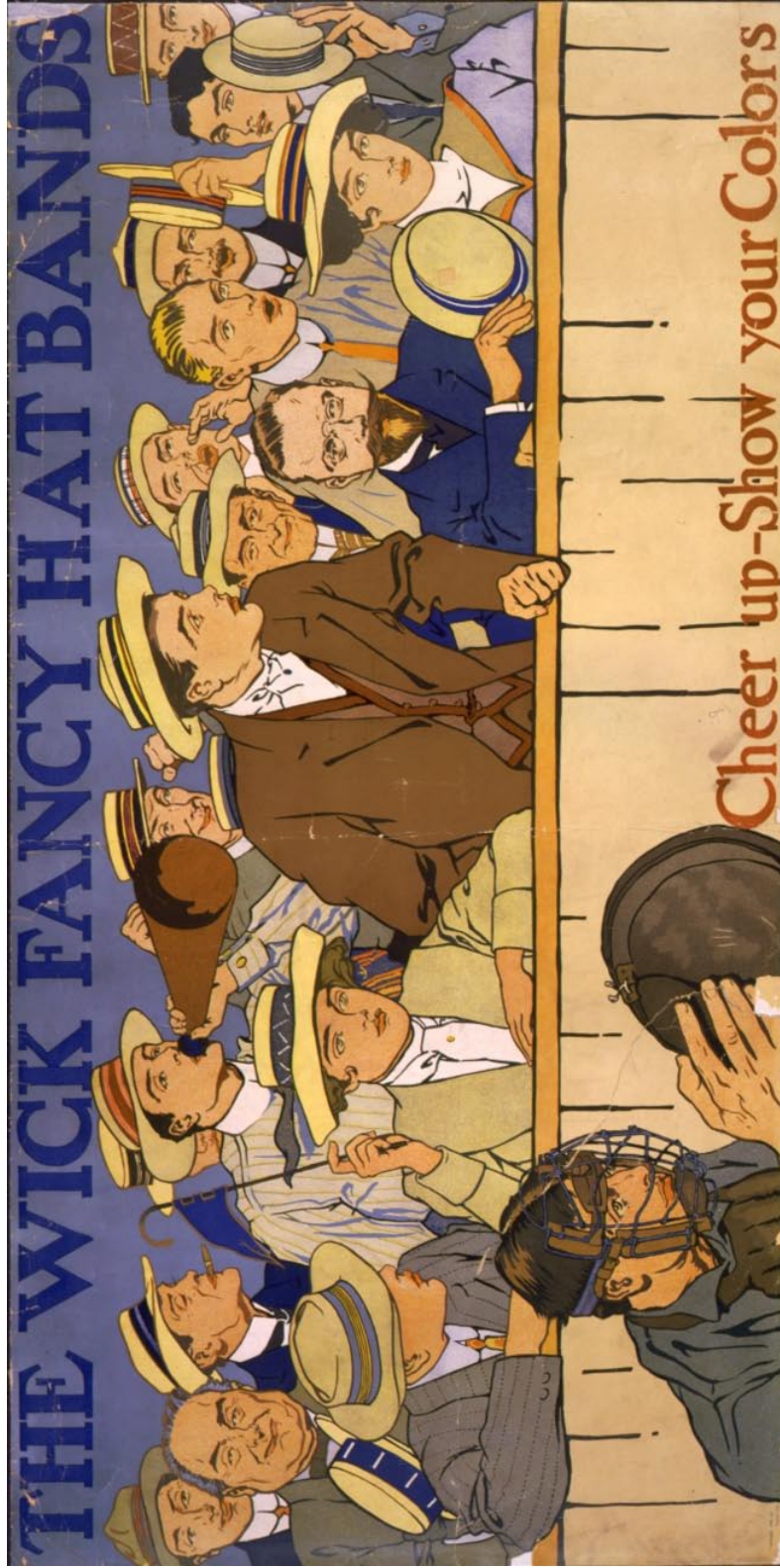
Coil windings, receiver terminals, screws, handle.

RUBBER

Receiver base, diaphragm cup.

Item 4959
Western Electric, WHAT'S IN YOUR TELEPHONE (1923).
Courtesy of the Library of Congress.

Appendix B: Advertisements



Item 6825

The Wick Fancy, CHEER UP-SHOW YOUR COLORS (1910).

Courtesy of the Library of Congress

Appendix C: Progressive-Era Concerns That Led to Reforms

SOCIAL CONCERN	What social concern came from this social movement?	What was the principal goal of the movement?	Political & economic outcomes of the movement included:
Public education			
Immigration restriction			
Labor rights			
Women's rights			
Anti-suffrage			
Safety of the nation's food supply			
Conservation of natural resources			

Appendix D: Faces of America Chart

PERSON	What Progressive ideas did she/he promote?	What impact did these ideas have on society?
Jane Addams		
Henry Goddard		
W.E.B. DuBois		

Appendix E: Women's Fashion in the Early Twentieth Century

1900s



- An Edwardian walking suit
- Made from easily-laundered durable linen in two shades of green
- Asymmetrical peplum
- Three pleats on the skirt
- Dolman sleeves create a sloping shoulder effect, as opposed to something that's very tailored in the shoulder
- Bust darts off at an angle and is quite low, creating the illusion of lower bustline
- Trim is the only detail in the jacket and skirt

Appendix E: Women's Fashion in the Early Twentieth Century

1900s

- Made of heavy cotton velvet which would be worn during the winter
- Pin tucks on the jacket itself, also pin tucks in the skirt make a very smooth fit across the hips and waist
- Fullness at the hem for ease of walking
- Tucks at the hem, on the side and back of the skirt: all fairly time consuming to create
- Quantity and detail of appliqué on this garment suggest this was not intended to be worn more than one season
- Embroidery done by machine
- Hand-stitched jet beads are individual beads
- Hand-sewn netting created with the thread in-between
- Individually sewn-on sequins to catch light, a design detail that would have been very time consuming due to hand-stitching



Appendix E: Women's Fashion in the Early Twentieth Century



1910s

- Reproduction based on an illustration from a 1915 catalog for patterns that would have been bought by women of the period and made at home for themselves
- Opening at the throat differs from Edwardian blouses, which would have had raised collars
- Sleeves are tight at the wrists with Bishop sleeves above
- Piping in black linen with contrasting detail of the black buttonholes; black buttons that match the collar
- Blouse is streamlined, but very loose-fitting for ease of movement, and intended to be tucked into the garment
- Patch pockets on the side. Pockets did not exist on garments prior to the mid-1910s. Before that, pockets would have been a separate item that would have been tied around the waist and not stitched into the garment.
- Made from easily-laundered and altered cotton fabrics
- As opposed to Edwardian silhouettes, this fits at a natural waistline. It is not striving to modify the silhouette.

Appendix E: Women's Fashion in the Early Twentieth Century

1920s



- Hand-sewn
- Made from a very light cotton print; intended to be washed often
- Sleeves are three-quarters in length to stay clean while doing housework
- Intended to be pulled on over the head. At the neckline, there are three small snaps that open the neckline wide enough to get head through.
- No waistline, per se. The dropped waistline illusion is created by the belt.
- Women of this period wore bandoes which flattened the bust line, a contrast to bras which support the bust line

Appendix F: Content Knowledge Assessment Scoring Guide

Points	Description
4	<p>Exceeded Expectations—The answer met all of the expectations (see the description “Fully Met Expectations” below) and exceeded those expectations by demonstrating advanced understanding in any of the following ways:</p> <ul style="list-style-type: none"> • Provides rich and detailed historical knowledge • Questions, critiques, or extends the theme • Uses the exhibit to provide an in-depth analysis of the era • Refers to one or more additional and relevant primary sources
3	<p>Fully Met Expectations—The answer responds to the prompt in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates how the exhibit supports the theme • Draws on relevant historical knowledge to connect the exhibit to the theme • Demonstrates an understanding of the theme • Provides relevant historical knowledge of the era • Provides an analysis of the exhibit
2	<p>Partially Met Expectations—The answer did not meet all of the expectations (see the description “Fully Met Expectations” above) but did demonstrate understanding in all of the following ways:</p> <ul style="list-style-type: none"> • Demonstrates understanding of the theme, though understanding may be incomplete • Provides relevant historical knowledge of the era • Provides analysis of the exhibit that may be limited
1	<p>Did Not Meet Expectations—The answer did not meet expectation because of one or more of the following statements:</p> <ul style="list-style-type: none"> • Did not address the theme • Did not demonstrate historical knowledge of the era • Did not discuss or misinterpreted the exhibit
0	<p>Did Not Answer—The answer did not address the prompt.</p>



NOTES
