

### Unit 3, Activity 1, Key Concepts Chart

#### Key Concepts Chart (The Progressive Era)

Key Concept	+	?	-	Explanation	Extra Information
Knights of Labor				<i>Founded in 1868, this union was open to all workers no matter the race, gender, or skill.</i>	<i>Terrance Powderly became the president of the union in 1881, and union membership increased from 28,000 to 700,000 in just 6 years.</i>
American Federation of Labor				<i>Labor union founded by Samuel Gompers and other labor leaders in 1886. This union was open to trade and craft unions or skilled workers only.</i>	<i>Samuel Gompers was also a member of the Cigar Makers' International Union.</i>
Industrial Workers of the World					
Terence V. Powderly					
Samuel Gompers					
Eugene Debs					
Great Railroad Strike of 1877					
Homestead Strike					
Pullman Strike					

### *Unit 3, Activity 1, Key Concepts Chart*

Haymarket Square Riot					
child labor					
working conditions					
Triangle Shirtwaist factory fire					
Socialist Party					
Mother Jones					
Florence Kelley					
Ida Tarbell					
Upton Sinclair					
trust busting					
conservation					
municipal reforms					
direct primary					
initiative					

### *Unit 3, Activity 1, Key Concepts Chart*

referendum					
recall					
women's suffrage movement					
Alice Paul					
Carrie Chapman Catt					
Meat Inspection Act					
Pure Food and Drug Act					
Sixteenth Amendment					
Seventeenth Amendment					
Eighteenth Amendment					
Nineteenth Amendment					
founding of the National Association for the Advancement of Colored People					

***Unit 3, Activity 1, Key Concepts Chart***

W. E. B. Du Bois					
Theodore Roosevelt					
William Howard Taft					
Woodrow Wilson					
Progressive Party					
Bull Moose Party					
election of 1912					

### *Unit 3, Activity 2, Rise of Labor Unions*

#### **Rise of Labor Unions (Split-page Notes)**

<b>Labor Unions and Union Leaders</b>	<b>Important Information</b>
Knights of Labor	<ul style="list-style-type: none"><li>• <i>Organized in 1868 by Uriah Stephens</i></li><li>• <i>Membership open to all laborers</i></li><li>• <i>Supported an 8 hour workday</i></li><li>• <i>Wanted equal pay for equal work by men and women</i></li><li>• <i>Advocated arbitration rather than strikes</i></li></ul>
Terrance Powderly	

***Unit3, Activity 2, Labor Unions Word Grid***

	Knights of Labor	American Federation of Labor	Industrial Workers of the World
Open to all workers regardless of race, gender, or skill			
Consisted of trade and craft unions only			
Allowed skilled, semi-skilled and unskilled workers membership			
Advocated arbitration and used strikes as a last result			
Advocated collective bargaining and used strikes as major tactic			
Advocated higher wages and a shorter work week			
Only skilled workers were allowed membership			
Welcomed African Americans and women			

***Unit 3, Activity 2, The Necessity of Labor Unions RAFT***

Role	Audience	Format	Topic
Regional newspaper reporter in the late 19 <sup>th</sup> century	Subscribers	Newspaper article	Necessity of labor unions

[illegible]

***Unit 3, Activity 3, Major Labor Strikes***

**Major Labor Strikes (Lesson Impression)**

**Impression Words:** strikes, scabs, bombs, police fire into crowd, inciting a riot, convicted, 4 hanged

**Impression Text:**



***Unit 3, Activity 3, Major Labor Strikes Vocabulary Card***

Definition	Important Information
<div>Name of Strike:</div>	
Illustration	Extra Information

### ***Unit 3, Activity 4, Working Conditions in the Factories***

#### **Working Conditions in the Factories (Anticipation Guide)**

Before reading about the deplorable working conditions found in the factories, read each statement and circle if you agree or disagree with each statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- |  | <b>Before</b> |          | <b>After</b> |          |
|--|---------------|----------|--------------|----------|
|  | Agree         | Disagree | Agree        | Disagree |
| 1. Injuries were very common in the factories. |               |          |              |          |

Evidence \_\_\_\_\_

- |  | <b>Before</b> |          | <b>After</b> |          |
|--|---------------|----------|--------------|----------|
|  | Agree         | Disagree | Agree        | Disagree |
| 2. Factory workers in most industries required most workers to work 12 or more hours a day, 6 days a week. |               |          |              |          |

Evidence \_\_\_\_\_

- |   | <b>Before</b> |          | <b>After</b> |          |
|---|---------------|----------|--------------|----------|
|   | Agree         | Disagree | Agree        | Disagree |
| 3. Factories were dirty, poorly lighted, and contained dangerous machinery. |               |          |              |          |

Evidence \_\_\_\_\_

- |   | <b>Before</b> |          | <b>After</b> |          |
|---|---------------|----------|--------------|----------|
|   | Agree         | Disagree | Agree        | Disagree |
| 4. Factories were well insulated and white lung disease was rare. |               |          |              |          |

Evidence \_\_\_\_\_

### *Unit 3, Activity 4, Interview of a Child Laborer RAFT*

Role	Audience	Format	Topic
Regional newspaper reporter in the 1890s	Subscribers	Newspaper article	Interview with a child laborer

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### *Unit 3, Activity 5, Progressives Reforms*

#### **Progressive Reforms (Split-page Notes)**

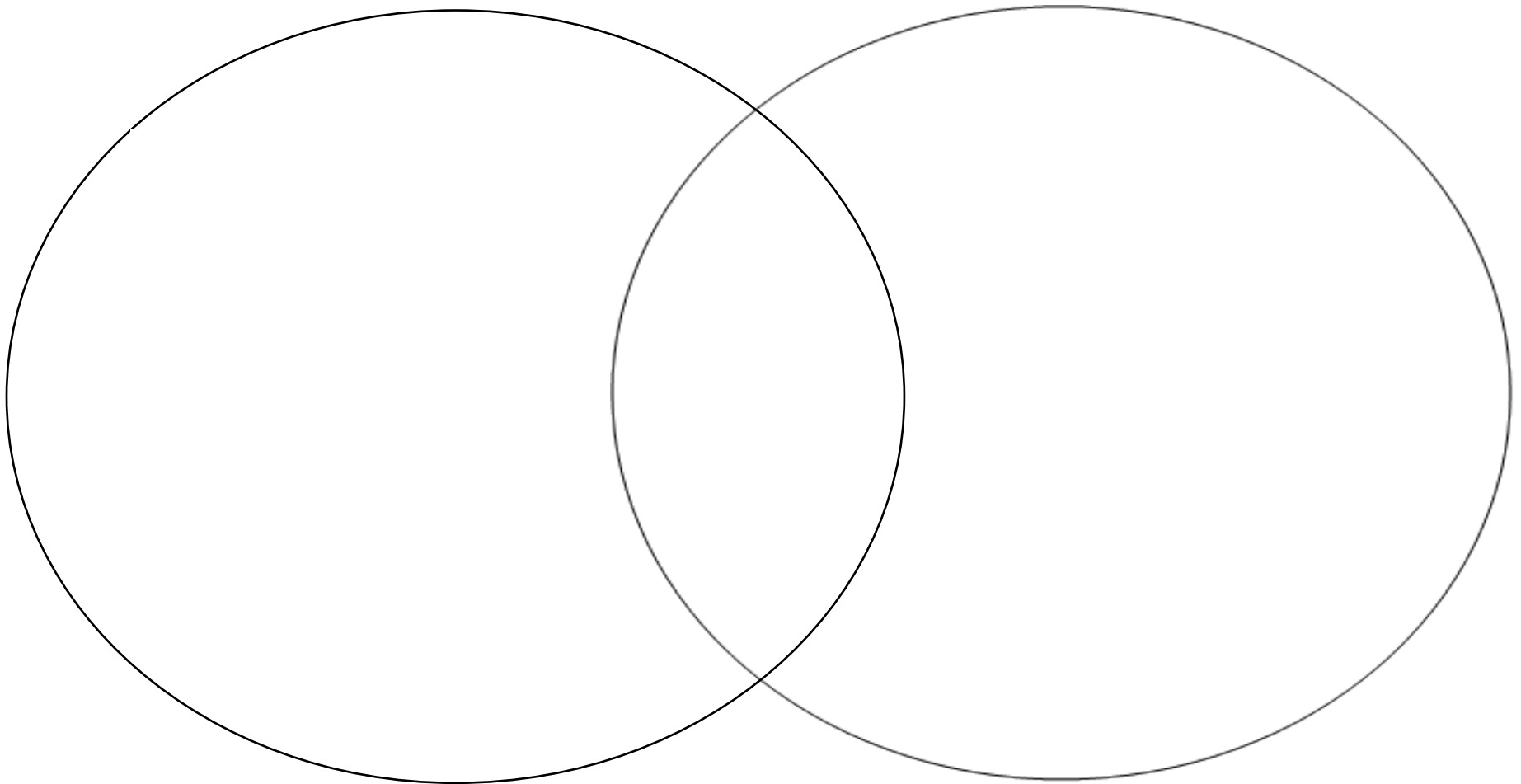
<b>Area of Reform:</b>	<b>Topic: Progressive Reforms</b>
What was the goal of the Progressives in this area of reform?	
What was the means of accomplishing the goal?	
What was the resulting accomplishment of this goal?	

### *Unit 3, Activity 6, Raising Awareness of Social Problems*

#### **Raising Awareness of Social Problems in America**

<b>Reformer: Teddy Roosevelt</b>	<b>Topic: Role of Progressive Leader in Raising Awareness of Social Problems in America:</b>
Trust-busting	<i>President Teddy Roosevelt believed that “bad” trusts needed to be controlled or regulated when they hurt the public interest.</i>

**Social Reformers of Yesterday and Today Venn Diagram**



### *Unit 3, Activity 7, Progressive Movement Amendments*

<b>Amendment</b>	<b>Year Adopted</b>	<b>Result</b>	<b>Additional Information</b>
<b>Amendment 16</b>	<i>1913</i>	<i>Congress has the power to levy and collect taxes on incomes.</i>	<i>It was a graduated tax that taxed larger incomes at higher rates. Farmers and factory workers did not pay the income tax because their incomes were less than \$4,000.00 per year.</i>
<b>Amendment 17</b>			
<b>Amendment 18</b>			
<b>Amendment 19</b>			

**Voting Reforms Vocabulary Cards**

Definition	Purpose
<div>Voting Reform:</div>	
Other Information/Example	Interesting Facts



### ***Unit 3, Activity 8, Progressive Reform Legislation***

<b>Directions:</b> Explain what you learned about the following Progressive reform measure:
<b>Meat Inspection Act</b>  <i>Created federal meat inspection programs that mandated strict cleanliness requirements for meat packing plants.</i>
<b>Pure Food and Drug Act</b>
<b>Clayton Act</b>
<b>Federal Trade Commission</b>
<b>Federal Reserve Act</b>
<b>Prohibition (Volstead Act)</b>

### ***Unit 3, Activity 9, Theodore Roosevelt***

#### **Theodore Roosevelt: The Conservationist**

<b>Theodore Roosevelt</b>	<b>Topic: Conservation</b>
Explain Roosevelt's view on America's natural resources.	
List examples of what Roosevelt did to protect America's natural resources.	
What lasting accomplishments are results of Roosevelt's conservation policies?	
List other interesting facts that you learned about President Roosevelt as the conservationist.	

### ***Unit 3, Activity 10, Formation of the NAACP***

	<b>Topic: Formation of the NAACP</b>
Explain the Progressive Movement's reform objectives towards correcting the racial injustice of the day.	<i>The Progressive Movement gave little support to racial injustice of the day.</i>
Describe ways in which President Roosevelt initiated reforms in the area of racial injustice.	
Describe ways in which President Roosevelt angered the African American community in the area of racial injustice.	
Explain what happened at the Niagara Conference in 1905.	
Explain the role of W.E.B. Du Bois in the founding of the NAACP.	
In 1909 the NAACP was founded in New York. Explain the goals of the organization.	
How did the administrations of Taft and Wilson work towards the advancement of racial equality?	

***Unit 3, Activity 11, Presidential Election of 1912***

**Presidential Election of 1912 (Lesson Impression)**

**Impression Words:** monopolies, Bull Moose Party, Teddy Roosevelt, William Howard Taft, split in the Republican Party, Eugene Debs, Socialist Party, Woodrow Wilson

**Impression Text:**

### ***Unit 3, Activity 11, The Election of 1912***

Four major presidential candidates:

Platforms or programs of the presidential candidates:

Results of the election:

Explain how the Progressives helped elect Woodrow Wilson to the presidency.

Explain how the Republican Party was split along conservative and progressive lines after the election.

### ***Unit 3, Activity 12, Women’s Suffrage Movement***

#### **Women’s Suffrage Movement (Anticipation Guide)**

Before reading about the Women’s Suffrage movement, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- |  | <b>Before</b> |          | <b>After</b> |          |
|--|---------------|----------|--------------|----------|
|  | Agree         | Disagree | Agree        | Disagree |
| <b>1.</b> Native-born middle class women that worked for reforms during the Progressive Movement resented suffrage’s being given to male immigrants upon receiving their citizenship.<br>Evidence _____                                      |               |          |              |          |
| <b>2.</b> Susan B. Anthony retired from leadership of the National American Woman Suffrage Association (NAWSA) in 1900 and Carrie Chapman Catt led the association in its attempts to gain Women’s Suffrage.<br>Evidence _____               |               |          |              |          |
| <b>3.</b> Alice Paul and Lacy Burns broke away from the NAWSA to form the Congressional Union/ National Woman’s Party which put pressure on Congress to ratify a suffrage amendment.<br>Evidence _____                                       |               |          |              |          |
| <b>4.</b> As a result of the hard work and determination of the Women’s Suffrage Movement as well as the role that American women played during WWI, the Nineteenth Amendment was passed in 1919 and was ratified in 1920.<br>Evidence _____ |               |          |              |          |

## Unit 3, Specific Assessment, Activity 12, Interview of a Suffragette RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the 1919	Subscribers	Newspaper article	Interview with a woman suffragette

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.