

Unit Title: The Progressive Era

Subject/Topic Area: U.S. History/Progressive Era Grade Level(s): 9-12

Designed By: Zach Taylor, Melissa Buchanan

District(s): Smyrna, Caesar Rodney

Time Frame: 10 Days

Date: 10/26/09

Brief Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

This unit on The Progressive Era should follow after units on Industrialization, Immigration, and Urbanization. The focus of this lesson is to get students to understand the concepts of historical change and continuity through the use of primary and secondary source materials. The Progressive Era fits nicely in teaching these concepts because at the turn of the 20th century, American history was in a period of great change. We chose to focus our lessons on the areas of child labor, the role of the federal government, and the suffrage movement because we felt that these represent the biggest areas of change found in The Progressive Era which we still can see the effects of today.

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard One: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity or change.

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

Change
Continuity
Progressive Reforms

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

Students will understand that history is often messy, yet a historian must logically organize events, recognize patterns trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

1. Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?

2. To what extent can we learn from studying historical responses to societal problems?

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.) It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document, .)

Students will know....

- **What Progressivism was**
- **How child labor regulations have changed over time**
- **How the role of the federal government in the economy, public health, and the environment has changed over time.**
- **How women’s rights and roles in American society has changed over time.**

Students will be able to...

- **Analyze primary and secondary sources**
- **Identify patterns of continuity and change over time.**
- **Understand the changing role of government within American society.**
- **Explain the status of women and children within American society.**

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Progressivism Children’s Book

Your role: You write history books for children and are working on a book on Progressivism.

Situation: You want to create an accurate portrayal of the methods the Progressives used to create change in their time. Write a book on one of the Progressive groups that brought about change and describe their methods, their challenges and their successes. (Women, Child Labor activists, Muckrakers, President/Government, etc)

Product: Your book should include:

- Your **interpretation** of the success of the Progressives’ methods to

bring about change.

- A **concise history** of the group, their purpose, their methods their challenges and their successes. Use the information from class and also, outside information and research to help you write your history.
- An annotated **bibliography**
- **Pictures** to help tell your story.
- **Creative decorations** designed to engage children. Think about a cover design, unique page layouts, colors, etc.

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Scoring Category	Score Point 3	Score Point 2	Score point 1
Interpretation of the success of the Progressives' methods to bring about change.	Their interpretation is well developed	This interpretation is partially developed	The interpretation is minimally developed
Level and number of supporting facts contained in the book.	There are numerous, relevant facts that effectively support their analysis	There are a few, relevant facts that support their analysis	There are minimal, relevant or irrelevant facts that ineffectively support their analysis.
A concise history of the group, their purpose, their methods their challenges and their successes.	The history is well developed and understanding is evident .	The history is partially developed and understanding is evident	The history is not developed and understanding is not evident
Appearance: Creativity, layout, etc	The book is visually appealing, creative , and is well put together.	The book is visually appealing and/or is not creatively put together.	The book is not visually appealing and is not put together well.
Pictures to help tell the story	The pictures are very appropriate and help to tell the story.	The pictures are minimally appropriate and help to tell the story.	The pictures are not appropriate and do not help to tell the story.
Uses content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is well developed and evident	Some evidence of content-appropriate vocabulary usage	Minimal evidence of content-appropriate vocabulary usage

Total Score: _____

Above the Standard: 15 to 18
Meets the Standard: 10 to 14
Below the Standard: 5 to 9

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Formative Assessments are embedded into the lesson through Warm-ups and Checks for Understanding. Teachers can collect these to use for assessment grades.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Opportunities for self-monitoring are found throughout the unit, primarily through warm-ups and checks for understanding. There are multiple opportunities for students to reflect upon their work, as well as that of their classmates.

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

Lesson # 1

Child Labor Then and Now

Author: Zach Taylor

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

Students will analyze primary and secondary source materials to identify patterns of continuity and change in comparing and contrasting child labor in America at the turn of the 20th century to that of the 21st century.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

2 Hours

Essential Question Addressed: What is the essential question for this lesson?

Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity and change?

Enduring Understanding: What is the enduring understanding at which students should arrive?

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Materials: What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1: Emancipation Proclamation*).

- Handout #1: Child Labors in a Textile Mill
- Handout #2: Child Labor: Abuses and Reforms
- Handout #3: Child Labor Regulations Today

Procedures: Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

Intro Activity

- Have students define the term “progress” and hypothesize what progressivism might mean in terms of solving some of the problems of the Industrial Era (children, women’s rights, overpopulation, hazardous working conditions, monopolization of industry).
- Distribute Handout #1: Child Labors in a Textile Mill
- Have students make three interpretations about child laborers based on the photo ad share them with the class (poor, hazardous conditions, low pay, inadequate education).

Presenting/Summarizing Information

- Distribute Handout #2: Child Labor: Abuses and Reforms and read it as a class. While reading, ask students to point out the characteristics of child labor in the late 1800’s.
- Distribute Handout #3: Child Labor Regulations Today. Discuss with students the significance of the Fair Labor Standards Act and how people such as Lewis Hine, who took the picture shown in Handout #1 might have led to its passage. Also, review with students current child labor regulations resulting from the Fair Labor Standards Act and other legislation.
- Have students create a Venn diagram comparing and contrasting child labor and regulation of today to that of the late 1800’s and early 1900’s.

Debrief: Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.

At the end of class, students will be asked to identify two patterns of continuity and change that can be found in comparing child labor of the 20th century to today. Encourage students to use their Venn diagram to do this.

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

Students will imagine that they are a muckraking photographer like Lewis Hine and have to find or draw two pictures. One picture of child labors at the turn of the 20th century, and another of child labors in the 21st century. Students will then be asked to write a one page essay explaining how and why the two pictures represent a change in child labor over time and suggest possible improvements which could still be made in the area of child labor.

A Progressive Government

Author: Zach Taylor

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

Students will analyze primary and secondary source materials to identify patterns of continuity and change in comparing and contrasting the federal government's involvement in American business, health, and the environment at the turn of the 20th century to that of the 21st century.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

2 Hours

Essential Question Addressed: What is the essential question for this lesson?

Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity and change?

Enduring Understanding: What is the enduring understanding at which students should arrive?

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Materials: What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1: Emancipation Proclamation*).

Handout #4: The Jungle

Handout #5: FDA Regulations

Handout #6: U.S. Forest Service

Handout #7: Forest Service Today

Handout #8: Standard Oil Verdict

Handout #9: Microsoft Verdict

Handout #10: A Progressive Government

Handout #11: Colin Powell Cautions Obama on Big Government

Procedures: Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid "read and discuss" as procedures. Identify specific questions that teachers should raise.

Intro Activity

- Have students identify the current role of the federal government within American society (No Child Left Behind, military drafts, Social Security, corporate bailouts, infrastructure projects).
- Then, have students debate the role of the federal government. Has it become too large? Or is it still too small? How should we decide how much the government should involve itself in society?

Presenting/Summarizing Information

- Using their textbooks, have students define the following federal reforms made during the Progressive

Era:

1. Sherman Antitrust Act
2. United States Forest Service
3. Pure Food and Drug Act
4. Meat Inspection Act
5. 16th Amendment
6. National Park Service

- Discuss how these reforms represented the types of changes that were common during the Progressive Era. Also, discuss how these reforms represented a change in the size and scope of federal involvement in American society.
- Divide the class in small groups of four or less and distribute Handouts #4-10. Have students rotate through the sources provided in Handouts #4-9 and fill out Handout #10: A Progressive Government.

Debrief: Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might pose to encourage and/or promote transfer.

After student have examined all of the sources and filled out Handout#10, they can answer the following questions:

1. How and why did the size of the federal government change during the Progressive Era?
2. How has the size and role of the federal government changed or remained the same since the Progressive Era?
3. What are other problems which we have today which may require intervention by the federal government?

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

Students will read Handout #11: Colin Powell Cautions Obama on Big Government. Then, they will write a letter to the former Secretary of State explaining whether they agree with his position on President Obama’s policies to expand the role of the federal government. In their letter, students must explain how the role of the federal government in American society has changed over time and predict the impact that President Obama’s policies will have on the future of the United States.

Lesson # 3 *The Suffrage Movement*

Author: Melissa Buchanan

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will be looking at the beliefs of the Suffragists and their tactics to determine the success of the movement. Students will also look at the role of anti-suffragists and why they were opposed to women getting the right to vote. From this they will determine the success of the Suffrage movement.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

- 2-3 hours

Essential Question Addressed: What is the essential question for this lesson?

- How did women achieve change in their time to gain the right to vote?
- To what extent can we learn from studying historical responses to societal problems?

Enduring Understanding: What is the enduring understanding at which students should arrive?

- Historians must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources, which are available at the time.

Materials:

- Handout #12, Suffragists vs. Anti, Suffragists
- Handout #13, Documents from Library of Congress

Procedures:

Stage 1: Image of women

Warm-up and Introduction to topic:

- Post the following questions: “Why should people have the right to vote? Explain. Why should people NOT have the right to vote? Explain.”
- Students should respond in many different ways but ideas that should rise are: People vote to protect their rights, to have a say in the government, to be citizens, etc. To the second question, students may say: Incarceration, education, citizenship, etc.
- *Explain that women and African Americans were denied the right to vote because they were believed to be unqualified.*

Think/Pair/Share

- Post the following question for the students to answer: “List characteristics usually associated with women.” Have the students write characteristics first on their own and then share with a partner to add to their list.
- Then add: “List characteristics usually associated with men.” Have the students repeat the process.
- Create groups of four or five students and have them share their characteristics, adding to each others’ lists.
- Share as a class the characteristics of both men and women. Allow students the opportunity to build upon the stereotypes of both groups. (See chart below for examples of the characteristics.) Explain with students that these stereotypes are what prevented women from voting. Men believed that women were too passive and emotionally weak to be in politics. That it was a male dominated realm that only the strong and violent should partake. Women have to use these characteristics to their advantage and use them to help them find a way to vote.

Male Characteristics	Female Characteristics
Bread Winner	Family Orientated
Active	Passive
Political	Domestic
Competitive	Cooperative
Intelligent	Emotional
Decisive	Weak
Strong/Violent	Controlled
Dominant	Religious/Moral
Amoral	Pure

Check for Understanding:

- How can women use their stereotypes to gain their right to vote? Explain. Choose characteristics to use and create a strategy that would help them gain the right to vote.

Stage 2: Anti-Suffragists vs. Suffragists

Warm-up

- How can you get someone to change his or her mind? Explain.

- Are there effective means of protest? Explain.

Document Analysis:

- Give students a series of documents so that they can determine who was for and against women's suffrage and why. Using Worksheet #1, Suffragists vs. Anti-Suffragists, students should analyze the documents (using the document analysis questions found at the Library of Congress: <http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>) and then record their findings on Worksheet #1.
- The documents Worksheet #2, Documents For and Against Suffrage are from the Library of Congress's American Memory Project and can be found at <http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>
- Other documents used are from Delaware Historical Society:
 - "White House Picket Broken in Health"
 - "How Mrs. Hilles Defended her Right in Suffrage Cause"
 - "Antis to Strengthen Down State Work"

Check for Understanding:

- What strategies did you see the suffragists use to have their voice heard? Do you think these strategies were successful in changing the opinions of the anti-suffragists? Why or why not?

Stage 3: Effects of the Movement

Warm-up: Do women of today live up to the standards set by the suffragists? Why or why not?

Effects of the Movement

- Women are given the right to vote in 1919 with the 19th Amendment. From that time the women's movement has changed and grown. Women today are seen as equals to men and are able to have careers in politics that women in 1900 could only dream about.
- Have students list current women in politics or in the public eye that are making an impact on the United States.
- Have them determine which women the suffragists might like and why, and who they would not like and why.
 - Potential Political Women: Hilary Clinton, Sarah Palin, Michelle Obama, Nancy Pelosi, etc
 - Potential Famous Women: Brittany Spears, Martha Stewart, Oprah Winfrey, Barbara Walters, etc

Check for Understanding:

- How successful was the Suffrage movement? Explain. Think about the modern day women and her achievements (and disappointments) and whether the goals of the movement have been achieved.

Debrief:

From History Standard One (9-12), *Social Studies Clarification Document*:

In the 9-12 cluster, History Standard Three introduces students to the concept that historical accounts of the same event may differ because of research design decisions made by a historian and because of a historian's personal background. In cluster 6-8, students learned that the questions asked and how sources were used greatly influenced the historian's perspective. But there is more. What forces molded and shaped that historian? What did he/she live through? What were the major ideas floating in the air when they grew to intellectual maturity? It is almost impossible for us to imagine today, but in the Great Depression of the 1930s many people came to believe that capitalism had failed and could never be revived. Therefore, modern man faced two choices, fascism or communism, the only two -isms that had a chance to continue. Many intellectuals acquired a bias in favor of fascism or communism during the 1930s, which influenced their later research and writing. For example, since communism was considered such a horrible threat to our society, leaders were justified in restricting civil liberties to make certain we will win in the long run. A historian writing about McCarthyism might approach it from either side -- in favor of restricting or defending those civil liberties. The student gains great insight from becoming aware of what could have influenced

that historian. Another example: Historians' accounts of slavery and the antebellum South that were written during the 1950s and 1960s were greatly shaped by the civil rights movement and the perspectives acquired by it.

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- What text/print/media/kit/web resources best support this unit?
 - **History textbook**
 - **Kids at Work by Russell Freedman**
 - **Lewis Hine collections from the Library of Congress website**
 - **Teddy Roosevelt: An American Lion (2002) video from the History Channel**
- What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?

The biggest challenge for this lesson might be getting students to understand how reforms in child labor, government legislation, and the suffrage movement would fit into the larger scope of the Progressive Era. Also, getting students to understand the impact that Muckrakers like Lewis Hine or activists like Alice Paul had on Progressive reforms. Students may need to use their textbooks to define relevant vocabulary or an activity may need to be developed to remind students of the possible problems in the U.S. created by industrialization and their connections to the Progressive Era.

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of ALL students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

The readings for this lesson are not too challenging. Students may benefit however if the completion of the Venn diagram is divided up amongst the class. For example, half the class can do differences and the other half similarities. Students could then share their information with the other half of the class. Or students may also need to be divided differently or change the chunking of the document analysis for lessons two and three.

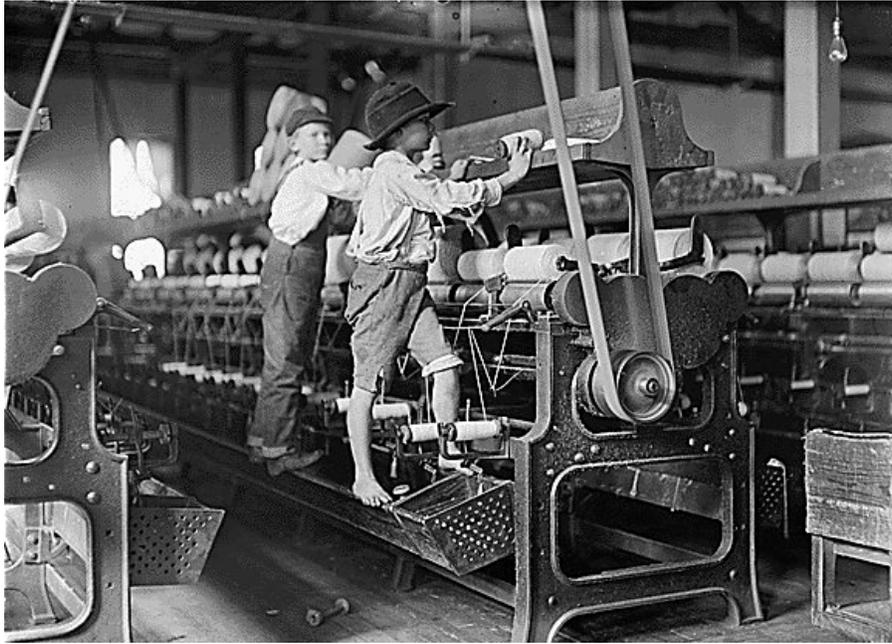
Technology Integration

Students may need internet access to find pictures of child laborers from the past and today or find additional resources about progressive reforms for their children's book.

Content Connections

Much of the information from this unit is a continuation of topics and content discussed during previous units on Industrialization or Urbanization

Handout #1: Child Labors in a Textile Mill



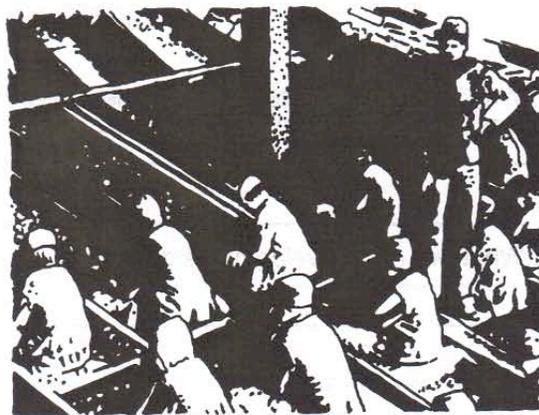
Child Laborers in a Textile Mill

Source: Lewis Hine collection, Library of Congress

CHILD LABOR: ABUSES AND REFORMS

Long before the Industrial Revolution, children were expected to work. Under the direction of their parents, young children worked in the fields, in the house, and in cottage industries. By doing this they added to the family income and acquired the skills necessary to support themselves when they got older. Many children, upon reaching the age of 12 or 13, were apprenticed to craftsmen and learned the skills of a blacksmith, carpenter, bricklayer, or some other trade.

The Industrial Revolution changed this system. As children entered the factories and



"Breaker boys" worked in coal mines sorting coal for very little pay.

~~mines, parental supervision was replaced by the discipline of the foremen, and instead of learning skills through an apprenticeship, children learned only the tedious tasks of operating factory machines.~~

The demand for unskilled factory workers was high, and child labor met the factories' needs. Children could work for a smaller salary. They were preferred for some jobs in textile mills because their small fingers could better manipulate the cotton threads. In the early days of the factory system, children often worked alongside their parents in the textile mills, because mill owners hired entire families. As the factory evolved, families were routinely broken up, and children worked under the direction of a company overseer. Factory owners often "apprenticed" large numbers of children from orphanages, turning them into virtual slaves who lived only to work at the machines. Impoverished parents were often forced to send their children to work in the factories and mines.

The lives of the child workers were very difficult. Often as young as six years old, they started work as early as five in the morning and worked late into the night. Many of the jobs they performed were dangerous, especially those in coal mines. Their health was poor due to their working conditions and inadequate diet. Foremen often beat them if they worked too slowly. They received no education and learned no skills that gave them hope of employment beyond the factory.

Abolishing the abuses of child labor proved to be difficult. England particularly struggled with the issue. The textile industry used vast numbers of child laborers and was an important part of the English economy. Many political leaders did not believe that it was the job of government to regulate industry. The English Parliament examined child labor in the 1830s and finally passed a number of acts to eliminate the worst abuses over the next decades. The laws limited the working hours and raised the wages of children, as well as prohibited them from performing the most dangerous jobs.

The United States industrialized later than England, but also came to depend on child labor. The 1870 census reported 750,000 workers under the age of 15; that number increased dramatically over the next 30 years. Individual states had passed laws regulating child labor early in the 1800s, but it was clear that national laws were needed. Ministers, doctors, and educators pushed for its abolition. Finally in 1938 the Fair Labor Standards Act prohibited the employment of children under 14 years old and limited the types of jobs that they could perform. This act effectively ended the worst abuses of child labor in the United States.

Handout #3: Child Labor Regulations Today

Fair Labor Standards Act (1938): An Overview of Federal Child Labor Laws. The Fair Labor Standards Act (FLSA) establishes child labor standards (as well as minimum wage, overtime pay, equal pay, whistleblower, and record keeping standards). These standards affect full-time and part-time workers in the private sector and in federal, state, and local governments. The FLSA's child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being. The FLSA regulates child labor by (a) setting minimum ages for jobs that have been determined to be particularly hazardous, (b) setting minimum ages for all other jobs (that is, jobs that are not considered particularly hazardous), and (c) limiting the hours that children are permitted to work. There are also exceptions to some of these requirements.

When Can I Work?

**If you are 14 or 15,
you can work ...**

Outside school hours

After 7 a.m. and until 7 p.m.
during the school year
(9 p.m. in the summer)

3 hours on a school day
18 hours in a school week
8 hours on a non-school day
40 hours in non-school week

**If you are 16 or older,
you can work any hours**

To Find Out More

Visit us on the Internet

youthrules.dol.gov

**U.S. Department of Labor
Wage and Hour
Toll-Free Help Line
1-866-4US-Wage
(TTY: 1-877-889-5627)**

Different rules apply to farms, and State
laws may have stricter rules.

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Source:

<http://www.youthrules.dol.gov/posters.htm>

Handout #4: The Jungle

Historical Literacy Project

The Progressive Era



“The manner in which they did this was something to be seen and never forgotten...it was all highly specialized labor, each man having his task to do; generally this would consist of only two or three specific cuts, and he would pass down the line of fifteen or twenty carcasses, making these cuts upon each. First, there came the ‘butcher,’ to bleed them; this meant one swift stroke...and before you could realize it...a stream of bright red blood was pouring out on the floor. This floor was half an inch deep with blood...

There was never any attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white – it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it.

It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then the rats, bread, and meat would go into the hoppers together. This is not fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one – there were things that went into the sausage in comparison with which a poisoned rat was a tidbit...

Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it and in the barrels would be dirt and rust and old nails and stale water – and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat and sent out to the public’s breakfast. Some of it they would make into “smoked” sausage – but as the smoking took time, and was therefore expensive, they would call upon their chemistry department and preserve it with borax and color it with a gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it, they would stamp some of it “special,” and for this they would charge two cents more a pound.”

Upton Sinclair (1906)
The Jungle

Handout #5: FDA Regulations

FDA requires faster food safety reporting Government must be alerted about possible contamination within 24 hours

The Associated Press Tues., Sept . 8, 2009

WASHINGTON - Food makers must alert government officials of potentially contaminated products within 24 hours under a new rule designed to help federal regulators spot food safety issues sooner.

The Food and Drug Administration on Tuesday unveiled a new electronic database where manufacturers must notify the government if they believe one of their products is likely to cause sickness or death in people or animals.

Regulators said the database will help the FDA prevent widespread illness from contaminated products and direct inspectors to plants that pose a high safety concern.

"There's been a lag time; we learn about problems after people get sick," said Michael Taylor, senior adviser to the FDA's commissioner. "This is intended to inform us of contamination problems before people get sick."

The law creating the database was passed in 2007, after Congress criticized the FDA for its handling of safety problems with a range of foods and drugs.

The FDA has struggled since then to manage a spate of food-safety recalls, including national outbreaks of salmonella linked to [peppers](#) and peanut butter. President Barack Obama earlier this year pledged to improve the safety of the nation's food supply, [after tainted peanut butter from a Georgia plant sickened hundreds of Americans](#), causing one of the largest food recalls in recent history.

"Working with the food industry, we can swiftly remove contaminated products from commerce and keep them out of consumers' hands," Taylor told reporters. Many companies already voluntarily submitted reports about possible contamination, but the new law "makes this a duty that all food facilities have," he added.

The food industry welcomed the new database, but the FDA must answer a number of questions about how it will work, according to a spokesman for the Grocery Manufacturers Association, whose members include ConAgra Foods Inc., Kraft Foods Inc. and Nestle USA Inc..

"As with any new system ... there are bound to be a number of issues to be resolved in the initial stages and we would hope that the agencies will take this into account," said spokesman Scott Openshaw.

FDA officials also plan to use the database to analyze national trends in food safety and will report their findings to the public.

The new reporting requirements apply to all U.S. facilities that are registered with the FDA to process, pack or hold food, with the exception of infant formula and dietary supplement makers, which have separate reporting requirements.

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URL: http://www.msnbc.msn.com/id/32734962/ns/health-food_safety/

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Handout #6: U.S. Forest Service

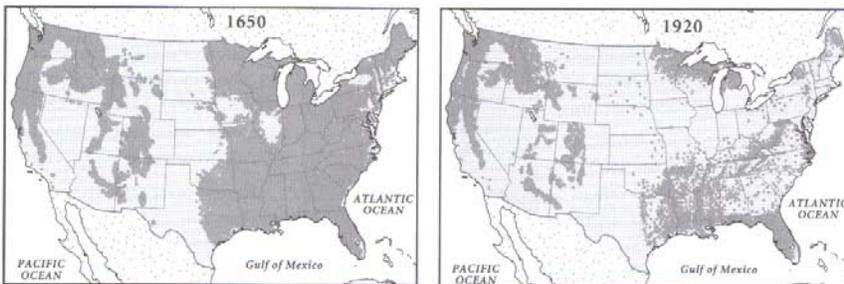
Progressivism Mini-Q

Document A

Source: John Muir, "The American Forests," *Atlantic Monthly*, August, 1897.

Any fool can destroy trees. They cannot run away; and if they could, they would still be destroyed – chased and hunted down as long as fun or a dollar could be got out of their barks and hides.... It took more than three thousand years to make some of the trees in these western woods – trees that are still standing in perfect strength and beauty, waving and singing in the mighty forests of the Sierras. Through all the wonderful, eventful centuries since Christ's time – and long before that – God has cared for these trees, saved them from drought, disease, avalanches, and a thousand straining, leveling tempests and floods; but He cannot save them from fools – only Uncle Sam can do that.

 Area of Primary (Never been logged) Forests in the United States



Handout #7: Forest Service Today

Forest Service logging rule blocked

'Healthy Forests' strategy violated environmental law, judges say

The Associated Press Thurs., Dec . 6, 2007

SAN FRANCISCO - A federal appeals court on Wednesday blocked a Bush administration rule that allowed logging and burning projects in national forests without first analyzing their effects on the environment.

The 9th U.S. Circuit Court of Appeals said the U.S. Forest Service violated the National Environmental Policy Act when it issued the 2003 rule, which was billed as a way to reduce wildfires.

As part of the "Healthy Forests Initiative," the "hazardous fuels reduction" rule exempted logging projects up to 1,000 acres and prescribed forest burns up to 4,500 acres from environmental review.

The court said the agency's failure to properly analyze the rule caused "irreparable injury" by allowing more than 1.2 million acres of national forest land to be logged and burned each year without studying the ecological impacts.

The three-judge panel ruled that the Forest Service can no longer exempt such projects from environmental analysis until the rule itself can be properly analyzed.

The San Francisco-based appeals court sided with the Sierra Club and Sierra Nevada Forest Protection Campaign, which sued the Forest Service and Department of Agriculture in 2004.

Wednesday's decision overturns a lower court ruling that favored the administration.

"This ruling will help ensure that vast swaths of our national forests are not logged without environmental reviews under the guise of forest management or fuel suppression," said Eric Huber, an attorney for the San Francisco-based Sierra Club.

The U.S. Department of Justice, which represented the federal agencies, is reviewing the court's opinion and will decide whether to appeal, said David Shelledy, civil division chief of the U.S. Attorney's office in Sacramento.

Forest Service spokesman Joe Walsh said the agency believes the rule is a "useful tool," but will comply with the court's injunction.

The policy change was made following the 2000 fire season, one of the worst in 50 years, when 123,000 fires scorched more than 8.4 million acres. Officials said the exemption would make it easier and faster to clear plants, shrubs and trees that could ignite or fuel wildfires.

But conservationists opposed the rule, saying it allowed national forest land to be logged and burned with minimal oversight and analysis.

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URL: <http://www.msnbc.msn.com/id/22129927/>

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Handout #8: Standard Oil Verdict

United States v. Standard Oil

Plaintiff

U.S. Justice Department

Defendant

Standard Oil of New Jersey

Plaintiff's Claim

That Standard Oil was a monopoly and engaged in a conspiracy of restraint of trade.

Chief Lawyer for Plaintiff

Frank B. Kellogg

Chief Defense Lawyer

John G. Milburn

Justices for the Court

William Rufus Day, John Marshall Harlan I, Oliver Wendell Holmes, Charles Evans Hughes, Joseph Rucker Lamar, Horace Harmon Lurton, Joseph McKenna, Willis Van Devanter, Edward Douglass White

Justices Dissenting

None

Place

Washington, D.C.

Date of Decision

15 May 1911

Decision

Sustained the circuit court dissolution order.

Significance

Although the Court sustained the order to dissolve Standard Oil by introducing the "rule of reason," the Court opened the door to future collaboration in restraint of trade among the component companies.

A Challenge to Monopolies

Since the passage of the Sherman Anti-Trust Act in 1890, complaints had mounted that Standard Oil of New Jersey violated the letter and spirit of the law by unfair practices. By 1906, federal authorities estimated that Standard Oil controlled over 80 percent of the oil production in the United States. By charging excessive prices for products for which there was no competition, such as kerosene, and by undercutting its competition in other areas, the company had driven many smaller firms out of business. Furthermore, the company offered rebates to oil producing companies if they would ship oil through Standard Oil pipelines, rather than those of competitors. Majority ownership of the firm was held by a small group, led by John D. Rockefeller. Monopolistic practices had allowed the firm to reap excessive profits. From an original investment of about \$70 million, stockholders had earned profits over a fifteen year period of more than \$700 million. Despite evidence uncovered by journalists and executives of oil companies destroyed by Standard Oil, attorneys general during the Cleveland, Harrison, McKinley, and Roosevelt administrations refused to act against the corporation. Theodore Roosevelt's second administration, faced with mounting public outrage over the company's practices,

finally ordered an investigation and prosecution of Standard Oil. The case was continued by Roosevelt's successor, William Howard Taft, who had made a promise to vigorously prosecute the *Standard Oil* case during his presidential campaign in 1908.

On November 20th, 1909, after eight months of argument, the St. Louis Federal Circuit Court handed down its opinion. Judge Walter Henry Sanborn, representing a unanimous court, ruled that many of the companies controlled by Jersey Standard were potentially competitive, yet the holding company gave the corporation the absolute power to prevent competition. The effect of the stock transfers from the component companies to Standard Oil of New Jersey was a direct and substantial restriction of interstate commerce. The court also ruled that Standard Oil of New Jersey had tried to monopolize the petroleum industry. The judge ruled that "the combination and conspiracy in restraint of trade and its continued execution which have been found to exist, constitute illegal means by which the conspiring defendants combined, and still combine and conspire to monopolize a part of interstate and international commerce." However, in directing how the corporation should be dissolved, the court ruled that holdings in the subsidiary companies could be distributed to shareholders in Standard Oil in proportion to their holdings in that company. As a result, the small group which controlled Standard Oil would, in turn, become owners of the companies into which the larger firm was dissolved. That arrangement would almost guarantee little competition among the resulting companies. An alternative plan proposed dividing the ownership of the subsidiary firms among the major owners thus fostering competition among the successor firms. However, such an arrangement was not seriously considered.

Standard Oil of New Jersey appealed the decision to the Supreme Court. The federal case brought by Frank Kellogg was assisted by President William Howard Taft's attorney general, George Wickersham, who presented the government's arguments. However, neither Kellogg nor Wickersham challenged the stock transfer provision of the circuit court ruling. In the decision of this case, Justice Day introduced the "rule of reason" which stated effectively that if a restraint of trade was ancillary to a legitimate business transaction, and reasonable in the eyes of the contracting parties and the general public, then such restraints of trade were not illegal. In effect, the rule of reason allowed the courts to judge certain monopolies reasonable. Justice White argued that to strictly enforce the Sherman Act against all agreements in restraint of trade would bring the economy to a halt, by attacking all sorts of contracts which were the essence of trade. The resulting companies which emerged from the dissolution of Standard Oil of New Jersey included major gasoline suppliers such as Exxon, Amoco, Mobil, Chevron, Standard of California, and others. The decision in *United States v. Standard Oil*, while hailed as a victory for anti-trust prosecution, in effect stood as a judicial endorsement of the movement toward extremely large corporate monopolies. These monopolies could then dominate a whole sector of the economy through restraining agreements and common ownership.

Source: <http://law.jrank.org/pages/13656/United-States-v-Standard-Oil.html>

Read more: <http://law.jrank.org/pages/13656/United-States-v-Standard-Oil.html#ixzz0UtJ8N8GU>

Handout #9: Microsoft Verdict

The Microsoft Trial: 1998-2001 - FRC Begins Investigation Of Microsoft In 1990, Department Of Justice Decides To Prosecute, Microsoft Raked At Trial

Defendant: Microsoft Corporation

Offenses Charged: Violations of the Sherman Antitrust Acts. Two counts under Section 1: exclusive dealing and unlawful tying; two counts under Section 2: monopoly maintenance in the operating systems market, and attempted monopolization of the Internet browser market

Chief Defense Lawyers: Bill Neukom, John Warden

Chief Prosecutors: David Boies and lawyers of the U.S. Department of Justice

Judge: Thomas Penfield Jackson

Place: Washington, D.C.

Dates of Trial: October 1998-July 2001

Verdict: Guilty of violating antitrust laws

Penalty: Microsoft to be broken into two companies, and conduct restrictions imposed, pending outcome of appeals

SIGNIFICANCE: The United States government's prosecution of America's largest and most successful computer software company for violations of the antitrust laws was the most important and controversial use of these laws by the Department of Justice in the latter part of the twentieth century.

The origins and growth of the Microsoft Corporation had become the stuff of legend in America by the end of the twentieth century. Founded in 1975 by Bill Gates and his friend Paul Allen when the former left Harvard University as a sophomore, it rapidly outpaced all its competitors in the computer software business. By 1988 it was the world's largest software company; by 1998 its Windows operating system was to be found in 90 percent of the personal computers in America, and 50 percent of all homes possessed one. That same year, Microsoft's profits of nearly \$4.5 billion were double those of General Motors, the world's largest corporation.

In May 1998 the U.S. Department of Justice charged Microsoft with four counts of violating the Sherman Act: two under Section 1, exclusive dealing and unlawful "tying"; and two under section 2, monopoly maintenance in the operating systems market, and attempted monopolization of the Internet browser market. Congress passed the Sherman Act in 1890 as a result of an upsurge of public opinion against the arrogance and power of corporate "trusts." The domain of the law was expanded by the Clayton Antitrust Act of 1914, and in that year Congress created the Federal Trade Commission (FTC) and empowered it to conduct ongoing policing of unfair trade practices. The use of the acts against Microsoft has been likened to their use to achieve the breakup of the monopoly held by the Standard Oil Company in the first decade of the twentieth century and the voluntary breakup of the

telephone monopoly in the 1980s. Antitrust law, however, has become complex and controversial since its application. By its very nature, it involves the making of fine distinctions between the legitimate consequences of an aggressively competitive spirit, so highly valued in an entrepreneurial market economy, and practices which subvert or eliminate the environment of free competition which is essential to the capitalist system.

Source: <http://law.jrank.org/pages/3769/Microsoft-Trial-1998-2001.html>

Read more: <http://law.jrank.org/pages/3769/Microsoft-Trial-1998-2001.html#ixzz0UtLT9GE8>

Handout #10: A Progressive Government

Directions: In your groups, analyze the three sets of sources to make interpretations about how changes in role of federal government made during the Progressive Era still impact our country today.

	Public Health: Food Industries	Regulation of Business: Monopolies	The Environment: Conservationism
What were the problems which led to government involvement?			

How did the government respond to those problems during the Progressive Era?			
How have the problems or the government's response to them changes or remained the same over time?			

Handout #11: Colin Powell Cautions Obama On Big Government

July 4, 2009 10:59 PM EST | 



WASHINGTON — Colin Powell worries that President Barack Obama is trying to tackle too many big issues at one time and he offers this advice: take a hard look at costs and consider the additional red tape that will be created.

"The right answer is, 'Give me a government that works,'" the former secretary of state said in a television interview to be aired Sunday. "Keep it as small as possible," added Powell, who said he has spoken recently with Obama and stays in touch with him. Powell, a Republican, endorsed Obama last year over the GOP presidential nominee, Arizona Sen. John McCain.

Obama wants to overhaul the health care system and take on climate change while also helping the country emerge from the recession.

"I think one of the cautions that has to be given to the president _ and I've talked to some of his people about this _ is that you can't have so many things on the table that you can't absorb it all. And we can't pay for it all," Powell said.

"And I never would have believed that we would have budgets that are running into the multi-trillions of dollars, and we are amassing a huge, huge national debt that, if we don't pay for in our lifetime, our kids and grandkids and great grandchildren will have to pay for it."

It's not a new theme for Powell

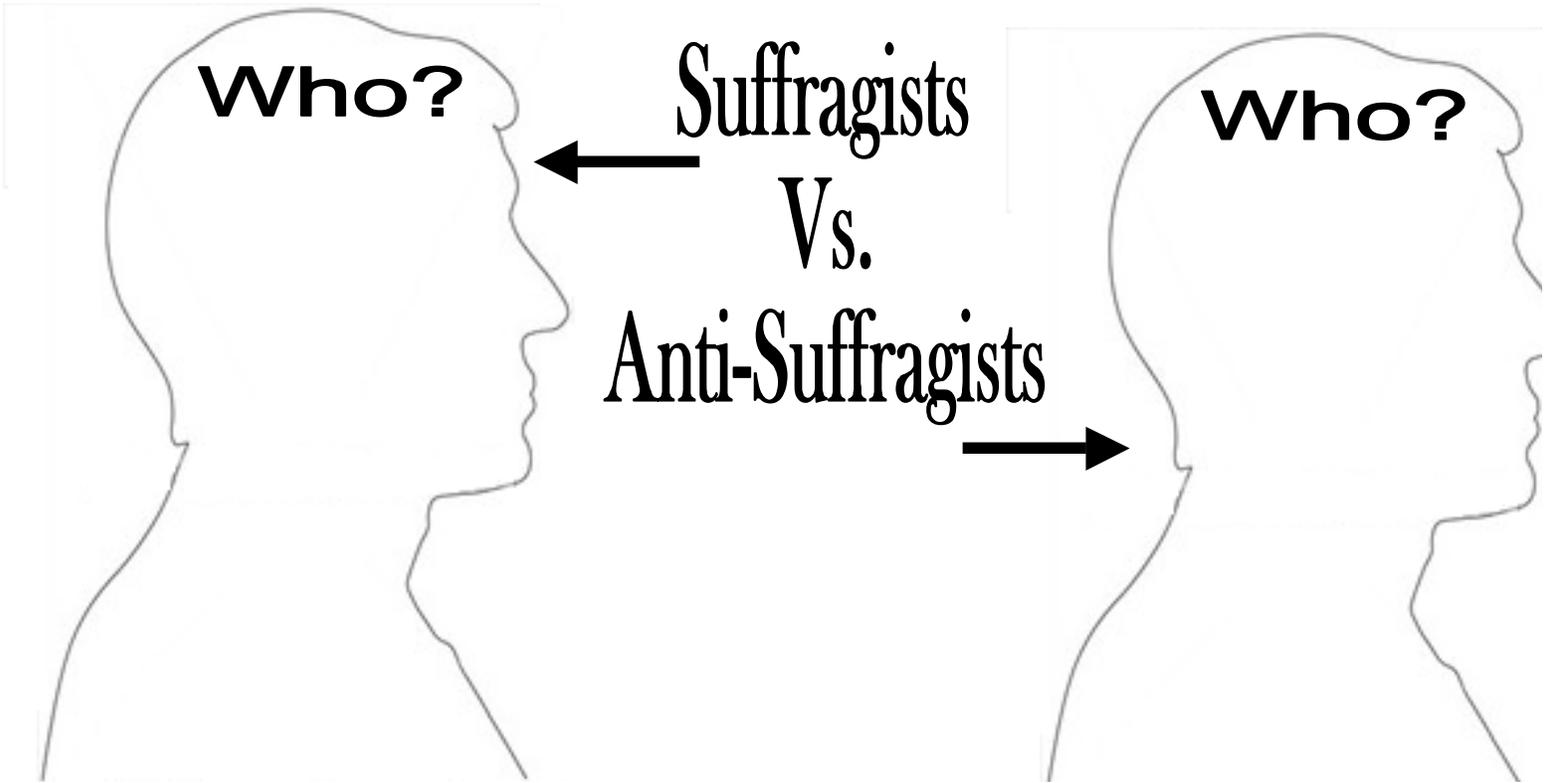
He complained about the government's size and intrusiveness in his 1996 speech to the Republican National Convention. He said then that the nation no longer could afford more entitlements, higher taxes and more bureaucracy. In the interview with CNN's "State of the Union" that is to air Sunday, Powell said he hasn't changed his mind.

"Keep it as small as possible. Keep the tax burden on the American people as small as possible, but at the same time, have government that is solving the problems of the people," he said.

He said Obama "has to start really taking a very, very hard look at what the cost of all this is. And, how much additional bureaucracy and will it be effective bureaucracy."

CNN released excerpts of the interview in advance of the broadcast.

Read more at: http://www.huffingtonpost.com/2009/07/04/colin-powell-cautions-Obama_n_225763.html



Who?

Suffragists

Vs.

Anti-Suffragists

Who?

BELIEFS

BELIEFS

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-
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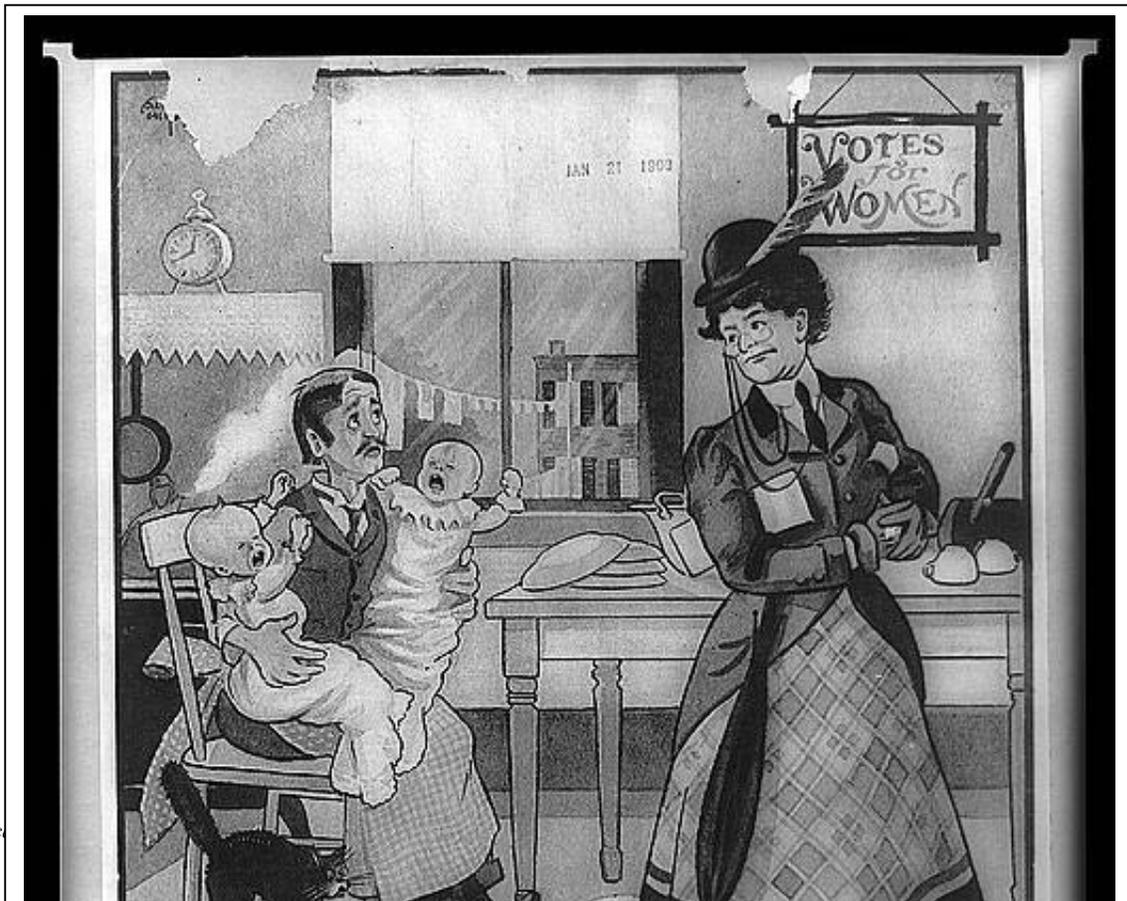
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Handout #13: Documents for and Against Suffrage

Suffrage Parade, New York City, May 6, 1912



Election Day!
Created in 1909



The Apotheosis of Suffrage

Created 1896



**National Anti Suffrage Association
Taken in 1911**

