Chapter 3

REFORMERS
Introduction to Populism and Progressivism

Standards:
- 7.1.12B Analyze the location of places and regions.
- 8.1.12B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 6.2.12F Evaluate the impact of private economic institutions on the individual, the national and the international economy.

Objectives:
1. Students will be able to evaluate the political and cultural contributions of groups and individuals to United States history.
2. Students will be able to complete a vocabulary activity outlining the significant locations mentioned throughout the unit.

Subject Matter: Agriculture, industrialization, political parties, economics, democracy, political platforms, conservation, reform, amendments

Materials:
- Teacher presentation
- Vocabulary worksheets

Procedure:
1. Set:
   a. Place “new school rules” on blackboard (school uniform, school all year, etc)
   b. Ask students how they feel about the changes. Why aren’t the new rules fair?
   c. If you wanted to make your feelings known to the school board, how would you do that?
   d. Explain to the students that there were political, economic and social problems in the US at the turn of the century and many individuals and groups took the lead in making changes to begin to eliminate those problems.
   e. Essential Question: What events stimulated a reform movement to begin in the USA at the turn of the century?

2. Teacher Presentation:
   a. The Teacher presentation will supplement the lecture/discussion provided to the students.
   b. Students will be expected to take notes on the Teacher. Few/limited wording on the Teacher is to encourage students to focus on the lecture, while writing key ideas and phrases listed on the slide.
c. The instructor will begin the Teacher presentation by reviewing the main events/ideas covered by the unit.

3. Vocabulary Activity: Frayer Model Jigsaw
   a. Students will be given one vocabulary word to look up and define.
   b. Small group: students will share their model with other students in a small group. All students will write down the definition of the term presented.
   c. Jigsaw-students will move to a second group and share definitions and an example of the term with other students. At the end of the activity, all students should have the definition of all words written down on a vocabulary list.

4. Close: The instructor will complete a concise check for understanding of the most important cognitive objective by asking: What events stimulated a reform movement to begin in the USA at the turn of the century?

Assessment:
1. The teacher will informally observe the students taking notes from Teacher.
2. The teacher will informally observe the students participating in class by answering questions asked throughout the Teacher presentation.
3. The teacher will formally evaluate the students completing a vocabulary activity.
REFORMERS VOCABULARY ACTIVITY

Conservation
Bimetalism
Grange
Muckraker
Patronage
Panic
Populist
Bonanza
Anti-Trust
Strike
Legislation
Amendment
Referendum
Temperance
Prohibition
Corruption
<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>Non-Examples</td>
</tr>
</tbody>
</table>

**Word:**
Perspectives of Populism and Progressivism

Standards:
7.1.12B Analyze the location of places and regions.
8.1.12B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
6.2.12F Evaluate the impact of private economic institutions on the individual, the national and the international economy.

Objectives:
1. Students will be able to identify the causes of the Progressivism and Populism movements.
2. Students will be able to analyze how parties and groups addressed common problems through different solutions.

Subject Matter: Agriculture, capitalism, populism, progressivism, political parties, political platforms, democracy.

Materials:
- Timeline Activity
- Craft Materials
- Poster paper
- Poster rubric

Procedure:
1. Set: Students will enter the classroom and brainstorm the following question:
   a. How would you feel about a political party that promotes "political ideas and activities that are intended to represent ordinary people's needs and wishes"? Is this realistic? Does this exist?
   b. Essential Question: Name one event that was a CAUSE of another event.

2. Timeline Activity: Using the following website, students will be asked to complete a timeline of Populism and Progressivism.
   b. Students will be asked to document 10 important events of the timeline and write its importance to the ideals of Populism and/or Progressivism.

3. Poster Activity: Students will be asked to create a poster depicting the views of either Populism or Progressivism. They may have time in a computer lab to research these ideals.
4. Close: The students will be asked the following questions check for understanding:
   a. What is populism? What is progressivism?
   b. What was one event that was a cause of either movement?
   c. How are they similar? How are the different?

Assessment:
1. The instructor will formally collect and assess students’ timelines and rationales.
2. The instructor will formally assess the students’ posters depicting the ideals of Populism and Progressivism.
# Making A Poster: Populism and Progressivism

Create a poster depicting the views of either Populism or Progressivism.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Class Time</td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
<tr>
<td>Graphics - Relevance</td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td>Required Elements</td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Student can accurately answer all questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer most questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the poster.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>At least 7 accurate facts are displayed on the poster.</td>
<td>5-6 accurate facts are displayed on the poster.</td>
<td>3-4 accurate facts are displayed on the poster.</td>
<td>Less than 3 accurate facts are displayed on the poster.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Capitalization and punctuation are correct throughout the poster.</td>
<td>There is 1 error in capitalization or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation.</td>
</tr>
</tbody>
</table>

Comments:
Grange

Standards:
8.1.12C Evaluate historical interpretation of events.
8.3.12A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
5.2.12C Interpret the causes of conflict in society.

Objectives:
1. The students will be able to analyze a poster image of the Grange.
2. The students will be able to create a flyer advertising the mission of the Grange.
3. The students will be able discuss the Grange’s political impact during the Progressive Era.

Subject Matter: Conflict, Democracy, Corruption, Scandal, Party politics,

Materials:
- Image: http://en.wikipedia.org/wiki/File:Gift_for_the_grangers_ppmsca02956u.jpg
- Flyer activity and rubric

Procedure:
1. Set: Students will enter the classroom and view the following image:
   a. What do you see?
   b. What are the different parts of this image?
   c. What are the ideals that are portrayed through this image?

   Essential Question: What is the grange? What importance does this organization have in the political history of the Progressive Era?

2. Informal Discussion: The instructor will ask students:
   a. What are some industries and organizations that are known for their political influences?
   b. Do you believe that the agricultural community has an impact on politics today?
      - During the Progressive Era of the 1890s to the 1920s political parties took up Grange causes.
      - Consequently, local Granges focused more on community service, although the State and National Granges remain a political force.
      1. http://www.nationalgrange.org/about/history.html

3. Create a Flyer: Students will create a flyer advertising the mission of the Grange to members of the community. They should be sure to include the following:
   a. What is it?
   b. Who are the members?
   c. How was it formed?
d. What is its mission?
e. Visual aspects of the flyer

4. Close: Students will be asked the following questions to check for understanding:
   a. What is the grange?
   b. What importance does this organization have in the political history of the
      Progressive Era?

Assessment:
1. The instructor will informally observe the students analyzing the image of a Grange
   poster.
2. The instructor will formally assess the students’ flyers depicting the views of the
   Grange.
Create a Flyer!

Create a flyer advertising the mission of the Grange to members of the community. Be sure to include the following:

What is it?
Who are the members?
How was it formed?
What is its mission?
Visual aspects of the flyer
## Making A Poster : Grange Flyer

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Graphics - Relevance</strong></td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td><strong>Content - Accuracy</strong></td>
<td>At least 5 accurate facts are displayed on the poster.</td>
<td>4 accurate facts are displayed on the poster.</td>
<td>3 accurate facts are displayed on the poster.</td>
<td>Less than 3 accurate facts are displayed on the poster.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The flyer is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The flyer is attractive in terms of design, layout and neatness.</td>
<td>The flyer is acceptably attractive though it may be a bit messy.</td>
<td>The flyer is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
</tbody>
</table>

**Comments:**
**Cross of Gold**

**Standards:**
- 8.1.12C Evaluate historical interpretation of events.
- 8.3.12A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 5.2.12C Interpret the causes of conflict in society.

**Objectives:**
1. The students will be able to analyze William Jennings Bryan’s *Cross of Gold* speech.
2. The students will be able to discuss the basis of the monetary system during the late 19th-century.
3. Students will be able to justify whether they find the pro-silver or pro-gold standard arguments more valid.

**Subject Matter:** currency, political platforms, populism, progressivism

**Materials:**
- Cross of Gold Speech by William Jennings Bryan
- The Wizard of Oz as a Monetary Allegory
  - [http://paws.wcu.edu/mulligan/www/oz.html](http://paws.wcu.edu/mulligan/www/oz.html)

**Procedure:**
1. *Set:*
   a. Hold up a dollar bill to the class.
   b. Ask: "What is Money?"
      - What is money based on?
      - What is its value?
      - Where does its value come from?
      - What happens when there is more money circulating?
      - What does it mean when people say the value of the dollar is dropping?
   c. *Essential Question: Why did some Americans request that the standard for money be changed from gold to silver?*

2. Show video on history of money in the USA
   a. Focus Question: What is the gold and silver standard?
   c. Ask students: Discuss what the students found out about the gold and silver standard using the video.
3. **Document Analysis:**
   a. Students will be asked to read through William Jennings Bryan’s *Cross of Gold* speech. What is the message the William Jennings Bryan is trying to relay?
   b. The instructor will inform students about the relation to Bryan’s *Cross of Gold* speech to the *Wizard of Oz*.

4. **Close:** Students will answer the following question to check for comprehension:
   a. What was William Jennings Bryan’s argument in the *Cross of Gold* speech?
   b. How did the *Wizard of Oz* reflect these ideals?
   c. Why did some people want to change to the silver standard?

**Assessment:**
1. The instructor will informally observe the students discussing the film clip.
2. The instructor will informally observe the students reading *The Cross of Gold* speech.
Cross of Gold

William Jennings Bryan

July 9, 1896

Delivered at the Democratic National Convention, Chicago, IL

Mr. Chairman and Gentlemen of the Convention:

I would be presumptuous, indeed, to present myself against the distinguished gentleman to whom you have listened if this were a mere measuring of abilities, but this is not a contest between persons. The humblest citizen in all the land, when clad in the armor of a righteous cause, is stronger than all the hosts of error. I come to speak to you in defense of a cause as holy as the cause of liberty the cause of humanity.

When this debate is concluded, a motion will be made to lay upon the table the resolution offered in commendation of the Administration, and also the resolution offered in condemnation of the Administration. We object to bringing this question down to the level of persons. The individual is but an atom; he is born, he acts, he dies; but principles are eternal; and this has been a contest over a principle.

Never before in the history of this country has there been witnessed such a contest as that through which we have just passed. Never before in the history of American politics has a great issue been fought out as this issue has been, by the voters of a great party.

On the fourth of March, 1895, a few Democrats, most of them members of Congress, issued an address to the Democrats of the nation, asserting that the money question was the paramount issue of the hour; declaring that a majority of the Democratic party had the right to control the action of the party on this paramount issue; and concluding with the request that the believers in the free coinage of silver in the Democratic party should organize, take charge of, and control the policy of the Democratic party. Three months later, at Memphis, an organization was perfected, and the silver Democrats went forth openly and courageously proclaiming their belief, and declaring that, if successful, they would crystallize into a platform the declaration which they had made. Then began the conflict.

With a zeal approaching the zeal which inspired the Crusaders who followed Peter the Hermit, our silver Democrats went forth from victory unto victory until they are now assembled, not to discuss, not to debate, but to enter up the judgment already rendered by the plain people of this country. In this contest brother has been arrayed against brother, father against son. The warmest ties of love, acquaintance, and association have been disregarded; old leaders have been cast aside when they have refused to give expression to the sentiments of those whom they would lead, and new leaders have sprung up to give direction to this cause of truth. Thus has the contest been waged, and we have assembled
here under as binding and solemn instructions as were ever imposed upon representatives of the people.

We do not come as individuals. As individuals we might have been glad to compliment the gentleman from New York, but we know that the people for whom we speak would never be willing to put him in a position where he could thwart the will of the Democratic party. I say it was not a question of persons; it was a question of principle, and it is not with gladness, my friends, that we find ourselves brought into conflict with those who are now arrayed on the other side.

The gentleman who preceded me spoke of the state of Massachusetts; let me assure him that not one present in all this Convention entertains the least hostility to the people of the state of Massachusetts, but we stand here representing people who are the equals, before the law, of the greatest citizens in the state of Massachusetts. When you [Bryan points to gold delegates] come before us and tell us that we are about to disturb your business interests, we reply that you have disturbed our business interests by your course.

We say to you that you have made the definition of a business man too limited in its application. The man who is employed for wages is as much a business man as his employer; the attorney in a country town is as much a business man as the corporation counsel in a great metropolis; the merchant at the crossroads store is as much a business man as the merchant of New York; the farmer who goes forth in the morning and toils all day, who begins in spring and toils all summer, and who by the application of brain and muscle to the natural resources of the country creates wealth, is as much a business man as the man who goes upon the Board of Trade and bets upon the price of grain; the miners who go down a thousand feet into the earth, or climb two thousand feet upon the cliffs, and bring forth from their hiding places the precious metals to be poured into the channels of trade are as much businessmen as the few financial magnates who, in a back room, corner the money of the world. We come to speak of this broader class of businessmen.

Ah, my friends, we say not one word against those who live upon the Atlantic Coast, but the hardy pioneers who have braved all the dangers of the wilderness, who have made the desert to blossom as the rose, the pioneers away out there [Bryan points westward], who rear their children, ear to Nature's heart, where they can mingle their voices with the voices of the birds out there where they have erected school houses for the education of their young, churches where they praise their Creator, and cemeteries where they rest the ashes of their dead these people, we say, are as deserving of the consideration of our party as any people in this country. It is for these people that we speak. We do not come as aggressors. Our war is not a war of conquest; we are fighting in the defense of our homes, our families, and our posterity. We have petitioned, and our petitions have been scorned; we have entreated, and our entreaties have been disregarded; we have begged, and they have mocked when our calamity came. We beg no longer; we entreat no more; we petition no more! We defy them!

The gentleman from Wisconsin has said that he fears a Robespierre. My friends, in this land of the free you need not fear that a tyrant will spring up from among the people.
What we need is an Andrew Jackson to stand, as Jackson stood, against the encroachments of organized wealth.

They say that we are opposing national bank currency; it is true. If you will read what Thomas Benton said, you will find he said that, in searching history, he could find but one parallel to Andrew Jackson; that was Cicero, who destroyed the conspiracy of Catiline and saved Rome. Benton said that Cicero only did for Rome what Jackson did for us when he destroyed the bank conspiracy and saved America. We say in our platform that we believe that the right to coin and issue money is a function of government. We believe it. We believe that it is a part of sovereignty, and can no more with safety be delegated to private individuals than we could afford to delegate to private individuals the power to make penal statutes or levy taxes.

Mr. Jefferson, who was once regarded as a good Democratic authority, seems to have differed in opinion from the gentleman who has addressed us on the part of the minority. Those who are opposed to this proposition tell us that the issue of paper money is a function of the bank, and that the government ought to go out of the banking business. I stand with Jefferson, rather than with them, and tell them, as he did that the issue of money is a function of government, and that the banks ought to go out of the governing business.

They complain about the plank which declares against life tenure in office. They have tried to strain it to mean that which it does not mean. What we oppose by that plank is the life tenure which is being built up in Washington and which excludes from participation in official benefits the humbler members of society.

And now, my friends, let me come to the paramount issue. If they ask us why it is that we say more on the money question than we say upon the tariff question, I reply that, if protection has slain its thousands, the gold standard has slain its tens of thousands. If they ask us why we do not embody in our platform all the things that we believe in, we reply that when we have restored the money of the Constitution all other necessary reforms will be possible; but that until this is done there is no other reform that can be accomplished.

Mr. McKinley was nominated at St. Louis upon a platform which declared for the maintenance of the gold standard until it can be changed into bi-metalism by international agreement. Mr. McKinley was the most popular man among the Republicans, and three months ago everybody in the Republican party prophesied his election. How is it today? Why, the man who was once pleased to think that he looked like Napoleon that man shudders today when he remembers that he was nominated on the anniversary of the battle of Waterloo. Not only that, but as he listens he can hear with ever-increasing distinctness the sound of the waves as they beat upon the lonely shores of St. Helena.

No private character, however pure, no personal popularity, however great, can protect from the avenging wrath of an indignant people a man who will declare that he is in favor of fastening the gold standard upon this country, or who is willing to surrender the right
of self-government and place the legislative control of our affairs in the hands of foreign potentates and powers.

We go forth confident that we shall win. Why? Because upon the paramount issue of this campaign there is not a spot of ground upon which the enemy will dare to challenge battle. If they tell us that the gold standard is a good thing, we shall point to their platform and tell them that their platform pledges the party to get rid of the gold standard and substitute bi-metalism. If the gold standard is a good thing, why try to get rid of it? I call your attention to the fact that some of the very people who are in this Convention to-day and who tell us that we ought to declare in favor of international bi-metalism thereby declaring that the gold standard is wrong and that the principle of bi-metalism is better these very people four months ago were open and avowed advocates of the gold standard, and were then telling us that we could not legislate two metals together, even with the aid of all the world.

If the gold standard is a good thing, we ought to declare in favor of its retention and not in favor of abandoning it; and if the gold standard is a bad thing why should we wait until other nations are willing to help us to let go? Here is the line of battle, and we care not upon which issue they force the fight; we are prepared to meet them on either issue or on both. If they tell us that the gold standard is the standard of civilization, we reply to them that this, the most enlightened of all the nations of the earth, has never declared for a gold standard and that both the great parties this year are declaring against it. If the gold standard is the standard of civilization, why, my friends, should we not have it? If they come to meet us on that issue we can present the history of our nation.

More than that; we can tell them that they will search the pages of history in vain to find a single instance where the common people of any land have ever declared themselves in favor of the gold standard. They can find where the holders of fixed investments have declared for a gold standard, but not where the masses have.

Mr. Carlisle said in 1878 that this was a struggle between "the idle holders of idle capital" and "the struggling masses, who produce the wealth and pay the taxes of the country" and, my friends, the question we are to decide is: upon which side will the Democratic party fight; upon the side of "the idle holders of idle capital" or upon the side of "the struggling masses?" That is the question which the party must answer first, and then it must be answered by each individual hereafter.

The sympathies of the Democratic party, as shown by the platform, are on the side of the struggling masses who have ever been the foundation of the Democratic party. There are two ideas of government. There are those who believe that, if you will only legislate to make the well-to-do prosperous, their prosperity will leak through on those below. The Democratic idea, however, has been that if you legislate to make the masses prosperous, their prosperity will find its way up through every class which rests upon them.

You come to us and tell us that the great cities are in favor of the gold standard; we reply that the great cities rest upon our broad and fertile prairies. Burn down your cities and
leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country.

My friends, we declare that this nation is able to legislate for its own people on every question, without waiting for the aid or consent of any other nation on earth; and upon that issue we expect to carry every state in the Union. I shall not slander the inhabitants of the fair state of Massachusetts nor the inhabitants of the state of New York by saying that, when they are confronted with the proposition, they will declare that this nation is not able to attend to its own business. It is the issue of 1776 over again. Our ancestors, when but three millions in number, had the courage to declare their political independence of every other nation; shall we, their descendants, when we have grown to seventy millions, declare that we are less independent than our forefathers?

No, my friends, that will never be the verdict of our people. Therefore, we care not upon what lines the battle is fought. If they say bi-metalism is good, but that we cannot have it until other nations help us, we reply that, instead of having a gold standard because England has, we will restore bi-metalism, and then let England have bi-metalism because the United States has it. If they dare to come out in the open field and defend the gold standard as a good thing, we will fight them to the uttermost. Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns! You shall not crucify mankind upon a cross of gold!"
Theodore Roosevelt

Standards:
8.1.12C Evaluate historical interpretation of events.
8.3.12A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
5.3.12C Evaluate how government agencies create, amend, and enforce regulations.

Objectives:
1. The students will be able to draw a map depicting Roosevelt’s conservation efforts.
2. The students will be able to create a timeline of Theodore Roosevelt’s presidency.
3. The students will be able to describe many of TR’s accomplishments.

Subject Matter: Geography, Conservationism, Militarism, Political parties, Democracy, Diplomacy, Labor

Materials:
• Roosevelt’s Legacy: Conservation Map Activity
• Timeline Activity
• 5Ws worksheet

Procedure:
1. Set: Students will enter the classroom and brainstorm the following question:
   • Hold up a teddy bear and ask what president is this creature named after?
   • Have you heard of Teddy Roosevelt?
   • What do you already know about Theodore Roosevelt?
   • Essential Question: What are some of TR’s accomplishments as president of the United States?

2. Map Activity:
   a. Students will be given a map of the United States representing the lands and projects that Theodore Roosevelt set aside for conservation.
   b. Students will draw the boundaries, label and shade in various conservation areas designated by Theodore Roosevelt’s Administration.
   c. Discuss the answers with the students using a smart board or Teacher slide as a large group.

3. Teacher Presentation using Teacher slides
   a. Early Life and Education
   b. First Marriage and Widowhood
   c. Naval war of 112
d. Early Political Career
e. Cowboy in Dakotas
f. Second Marriage
g. Reenters Politics
h. Becomes a National Figure
i. Presidency
j. Post-Presidency
k. Progressive Party
l. Legacy

4. **Timeline Activity:**
   a. Using the Chronology available on the TR website as a resource, students create a time-line for TR's presidential years.
   b. Part of the challenge in completing this exercise is student determination of which events or issues to include in the time-line.
   c. *Adapted from:*
      
      http://www.theodoreroosevelt.org/research/curriculum5to12.htm
   d. Students may use colored pencils to mark and identify significant events in the following areas:
      
      i. Anti-trust efforts (blue)
      ii. Conservation (green)
      iii. Consumerism (red)
      iv. International relations (orange)
      v. Labor issues (yellow)
      vi. Military (black)

5. **Review Activity: 5 W’s**
   a. Students will complete a 5Ws worksheet outlining the creation of the Bull Moose Party under Theodore Roosevelt.
   b. Hand in to teacher at the end of the class period.

5. **Close:** The students will answer the following questions in order to check for understanding:
   a. What do we consider Theodore Roosevelt’s legacy?
   b. What event led to the creation of the Bull Moose party?
   c. Name one of TR’s accomplishment as president?

**Assessment:**
1. The instructor will informally observe the students drawing and labeling their conservation maps.
2. The instructor will formally collect and assess the timeline of Roosevelt’s presidency.
1. The instructor will informally observe the students completing the 5Ws worksheet.
TEDDY ROOSEVELT 5 W’s ACTIVITY

- Who
- What
- Where
- Why
- When
William Howard Taft

Standards:
8.1.12C Evaluate historical interpretation of events.
8.3.12A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
5.2.12C Interpret the causes of conflict in society.

Objectives:
1. The students will be able to describe the rift between the Republicans leading towards the formation of the Bull Moose Party.
2. The students will be able to analyze political cartoons depicting the division of the Republican party.

Subject Matter: conservationism, political parties, political platforms, campaigns,

Materials:
- Create Your Own Political Cartoon Activity
- Political Cartoon rubric

Procedure:
1. Set: Students will enter the classroom and brainstorm the following question:
   a. Display a political cartoon from a current newspaper or online site
   b. Ask students: What is the purpose of political cartoons?
   c. Essential Question: Why did Teddy Roosevelt create a third party to run against his hand-picked successor?

2. Teacher Presentation: Taft
   a. Early Life and Education
   b. Secretary of War
   c. Presidency
   d. Domestic Policies
   e. Foreign Policies
   f. 1912 Campaign
   g. Post-Presidency
   h. Chief Justice
   i. Medical Conditions and Weight

3. Political Cartoon Activity:
   a. Students will be divided into groups of 3-4.
   b. Students will be given copies of the 3 cartoons and the discussion question sheets.
   c. After discussing each question as a group, a scribe will compose the groups answer on the sheet.
d. For each question, a different scribe is chosen, so all must participate.

3. **Create Your Own Political Cartoon:** Students will be asked to create their own political cartoon depicting one the following:
   - Taft’s succession of Roosevelt
   - Taft’s Presidency
   - Split of the Republican Party
   - Common perceptions of William Howard Taft

   a. Students may use the computer lab or textbook to research facts to support their cartoon ideas.
   b. Students will share their cartoons with one another by hanging the cartoon up on a side wall and then by having all the students moving around the room to see the display.

4. **Close:** The students will answer the following question as a check for comprehension and understanding:
   a. How did Taft run his presidency?
   b. What events led to the split of the Republican party?
   c. What was the outcome of this split?

**Assessment:**
1. The instructor will informally observe the students working in group to analyze Taft’s political cartoons.

2. The instructor will formally collect and assess the students’ creation of their own political cartoons.
Create Your Own Political Cartoon

Create your own political cartoon depicting one of the following:
1. Taft’s succession of Roosevelt
2. Taft’s Presidency
3. Split of the Republican Party
4. Common perceptions of William Howard Taft

You may use the computer lab or textbook to research facts to support your cartoon ideas.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Class Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
<tr>
<td>Required Elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The cartoon includes all required elements as well as additional information.</td>
<td>All required elements are included in the cartoon.</td>
<td>All but 1 of the required elements are included in the cartoon.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student can accurately answer all questions related to facts in the cartoon and processes used to create the cartoon.</td>
<td>Student can accurately answer most questions related to facts in the cartoon and processes used to create the cartoon.</td>
<td>Student can accurately answer about 75% of questions related to facts in the cartoon and processes used to create the cartoon.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the cartoon.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The cartoon is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The cartoon is attractive in terms of design, layout and neatness.</td>
<td>The cartoon is acceptably attractive though it may be a bit messy.</td>
<td>The cartoon is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>

Comments:
Rise of New Political Parties

Standards:
8.1.12C Evaluate historical interpretation of events.
8.3.12A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
7.3.12A Analyze the human characteristics of places and regions.

Objectives:
1. Students will be able to describe how sectional parties formed.
2. Students will be able to create their own political party.

Subject Matter: political parties, regionalism, political platforms, democracy

Materials:
- Create Your Own Party activity
- Political party activity rubric

Procedure:
1. **Set:** Students will enter the classroom and brainstorm the following question:
   - b. What are the main political parties of today and do they pertain to any specific demographic or region?
   - c. Essential Question: What political parties were created during the Populist and Progressive movements?

2. **Informal Lecture:** The instructor will give a brief explanation of sectional parties.
   - a. Between 1848 and 1860 America’s political life became increasingly divided along regional lines.
   - b. In 1848 the two major political parties, the Whigs and the Democrats, received votes in both the North and the South.
   - c. By the end of the 1850s, however, the Democrats drew votes mainly in the South. The Whig Party had disappeared, and the new Republican Party existed exclusively in the North.
   - d. Thus a victory for one party or the other in presidential elections increasingly meant a victory for one section of the country over the other.
   - e. Let’s review the development of both the Populist Party and the Progressive Parties.

3. **Create Your Own Party:** The instructor will hand out the activity worksheet.
   - a. Students will place themselves in the 1850s, and write a platform for a new political party that would transcend sections and represent the nation as a whole.
b. Include what the major goals of the party would be, the vision of the future of the nation, and any specific programs to meet those goals and that vision.

c. Adapted from:
http://score.rims.k12.ca.us/score_lessons/tah/lesson/manifest.html

4. Close: The students will be asked to explain the formation of political parties and their impact on American history.

**Assessment:**

1. The instructor will informally observe the students taking notes on the formation of sectional parties.
2. The instructor will formally assess the students on their creation of a fictional political party.
Political Parties: Make Your Own Political Party

Name:__________________

Today, you will take your political beliefs and form your own political party. Your party does not have to mirror the two major parties in the United States that we have already discussed (Republicans and Democrats), but your party should incorporate some of the same components as the two major parties.

Requirements:

1. Party Name:

You must come up with an original name for your political party.

Put some thought into it, remember, a name reflects many things about what your party represents.

2. Party Symbol:

You must create a symbol for your party. Think about the beliefs you hold, and your party name. The symbol must fit or match with the other components of your political party. NO DONKEYS OR ELEPHANTS!

3. Party Color:

The Republicans are usually represented by the color red, the Democrats are usually represented by the color blue. What color will your party be represented by, and why?

4. Party Platform:

You must list at least 10 issue stances that your party holds or believes in. They should concern political issues (i.e. – Healthcare, Welfare, Abortion, Gun Control, Death Penalty, GLBTQ Rights, Foreign Policy, War, Conservation, Education, States Rights, etc.)

5. Demographic Groups:
What groups of people in the United States will vote for your political party and why? Most political scientists say that certain groups in the U.S. tend to vote for a particular party. For example, upper-class white males tend to vote for the Republican Party. Which groups will your party reach out to and look for support from?

6. Regions of Country:

What regions of the country will support your political party and why? Or, what regions of country will your party win? Justify your claims.

7. Main Party Stance:

What main idea or belief is your party based upon? For example: In this past election, the Democrats focused a lot on the economy and the war in Iraq.
# Political Parties Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Political Party</strong></td>
<td>No name</td>
<td>Name is stated, yet does not fit with the party description</td>
<td>Name matches and fits with party description</td>
<td>Great name; fits well with party beliefs; Catchy</td>
<td></td>
</tr>
<tr>
<td><strong>Symbol of Political Party</strong></td>
<td>No symbol or justification for symbol</td>
<td>Symbol with poor justification</td>
<td>Symbol fits well, good justification</td>
<td>Symbol fits well, very well justified, and relates directly to party</td>
<td></td>
</tr>
<tr>
<td><strong>Political Party Color</strong></td>
<td>No real color or explanation</td>
<td>Color choice is acceptable and has a vague explanation</td>
<td>Good color choice with good explanation</td>
<td>Color fits well with party and is fully explained</td>
<td></td>
</tr>
<tr>
<td><strong>Political Party Platform</strong></td>
<td>No/few stances on issues</td>
<td>Stances on issues have no reasoning</td>
<td>All stances are given with few reasoning</td>
<td>All stances are fully justified and reasoned</td>
<td></td>
</tr>
<tr>
<td><strong>Demographic Groups</strong></td>
<td>No groups</td>
<td>Groups named; no reasoning</td>
<td>Groups named; some reasoning</td>
<td>Clearly defined with justification</td>
<td></td>
</tr>
<tr>
<td><strong>Regions of Country</strong></td>
<td>No regions</td>
<td>One region named; not clearly justified</td>
<td>One or more regions named and reasonably justified</td>
<td>Clearly defined regions; fully justified</td>
<td></td>
</tr>
<tr>
<td><strong>Main Party Stance</strong></td>
<td>No main choice</td>
<td>Main choice shown</td>
<td>Clear main choice; justified</td>
<td>Clearly stated; justified; excellent choice</td>
<td></td>
</tr>
<tr>
<td><strong>Class Presentations</strong></td>
<td>No presentation</td>
<td>Party is briefly discussed; few details</td>
<td>Party is discussed with detail; all aspects of the assignment are covered</td>
<td>Party is discussed in great detail; all aspects of assignment are covered; excellent overall</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** ______/ 40

**Comments:**
Woodrow Wilson

Standards:
8.1.12C Evaluate historical interpretation of events.
8.3.12A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
5.3.12C Evaluate how government agencies create, amend, and enforce regulations.

Objectives:
1. Students will be able to describe Woodrow Wilson’s presidency in regards to his views of progress.
2. Students will be able to analyze Woodrow Wilson’s What is Progress? speech.
3. Students will be able to complete a graphic organizer outlining the views of Wilson’s New Freedom.

Subject Matter: anti-trust, banking, progressivism, segregation, leadership, political parties

Materials:
- Document Analysis – What is Progress?
- Graphic Organizer adapted from the National Archives website
- Video Clips-CBS: passions of Woodrow Wilson
- Video Clips-Bio: health of Woodrow Wilson

Procedure:
1. Set: Students will enter the classroom and copy down the following question:
   a. Show students a picture of President Wilson and Ask students if they believe he would be a “passionate man”?
   b. Show video clip and have students answer the focus question. Explain that his passions manifested themselves in new programs and ways of thinking.
   c. Essential Question: What was the basis for Wilson’s New Freedom?

2. Informal Lecture:
   a. The instructor will briefly explain to students how Woodrow Wilson gained the presidency through the split of the Republican Party.
   b. Wilson was the first and only president with his Ph.D. from Johns Hopkins.
   c. President of Princeton University
   d. Governor of New Jersey
   e. Presidency
   f. First Term
   g. Second Term
   h. Civil Rights
   i. Show short clip on his health issues: http://www.biography.com/people/woodrow-wilson-9534272
3. **Document Analysis:** Students will read Woodrow Wilson’s *What is Progress?* and answer the following questions:

   a. What is Woodrow Wilson’s message?
   b. What does he mean when he quotes Alice from “Alice Through the Looking Glass”?
   c. How does this speech pronounce Wilson as a progressive?

4. **New Freedom – Graphic Organizer:** Wilson focused on 3 types of reform:

   a. **Tariff Reform:** This came through the passage of the Underwood Tariff Act of 1913, which lowered tariffs for the first time since the American Civil War and went against the protectionist lobby.

   b. **Business Reform:** This was established in 1914 through the passage of the Federal Trade Act, which established the Federal Trade Commission to investigate and halt unfair and illegal business practices by issuing "cease and desist" orders, and the Clayton Anti-Trust Act.

   c. **Banking Reform:** This came in 1913, through the creation of the Federal Reserve System, and in 1916, through the passage of the Federal Farm Loan Act, which set up Farm Loan Banks to support farmers.

   *Adapted from: http://www.socialstudieshelp.com/Lesson_68_Notes.htm*

5. **Close:** Students will answer the following question to check for comprehension:

   a. How was Woodrow Wilson a different type of president?
   b. What was the basis for Wilson’s New Freedom?

**Assessment:**

1. The instructor will informally observe the students reading Wilson’s *What is Progress?* speech.
2. The instructor will informally observe the students completing the New Freedom graphic organizer.
<table>
<thead>
<tr>
<th>Business Reform</th>
<th>Tariff Reform</th>
<th>Banking Reform</th>
</tr>
</thead>
</table>

New Freedom
What is Progress?

Woodrow Wilson

In that sage and veracious chronicle, “Alice Through the Looking-Glass,” it is recounted how, on a noteworthy occasion, the little heroine is seized by the Red Chess Queen, who races her off at a terrific pace. They run until both of them are out of breath; then they stop, and Alice looks around her and says, “Why, we are just where we were when we started!” “Oh, yes,” says the Red Queen; “you have to run twice as fast as that to get anywhere else.”

That is a parable of progress. The laws of this country have not kept up with the change of economic circumstances in this country; they have not kept up with the change of political circumstances; and, therefore, we are not even where we were when we started. We shall have to run, not until we are out of breath, but until we have caught up with our own conditions, before we shall be where we were when we started; when we started this great experiment which has been the hope and the beacon of the world. And we should have to run twice as fast as any rational program I have seen in order to get anywhere else.

I am, therefore, forced to be a progressive, if for no other reason, because we have not kept up with our changes of conditions, either in the economic field or in the political field. We have not kept up as well as other nations have. We have not kept our practices adjusted to the facts of the case, and until we do, and unless we do, the facts of the case will always have the better of the argument; because if you do not adjust your laws to the facts, so much the worse for the laws, not for the facts, because law trails along after the facts. Only that law is unsafe which runs ahead of the facts and beckons to it and makes it follow the will-o’-the-wisps of imaginative projects.

Business is in a situation in America which it was never in before; it is in a situation to which we have not adjusted our laws. Our laws are still meant for business done by individuals; they have not been satisfactorily adjusted to business done by great combinations, and we have got to adjust them. I do not say we may or may not; I say we must; there is no choice. If your laws do not fit your facts, the facts are not injured, the law is damaged; because the law, unless I have studied it amiss, is the expression of the facts in legal relationships. Laws have never altered the facts; laws have always necessarily expressed the facts; adjusted interests as they have arisen and have changed toward one another.

Politics in America is in a case which sadly requires attention. The system set up by our law and our usage doesn’t work,—or at least it can’t be depended on; it is made to work only by a most unreasonable expenditure of labor and pains. The government, which was designed for the people, has got into the hands of bosses and their employers, the special interests. An invisible empire has been set up above the forms of democracy.

There are serious things to do. Does any man doubt the great discontent in this country? Does any man doubt that there are grounds and justifications for discontent? Do we dare stand still?
Within the past few months we have witnessed (along with other strange political phenomena, eloquently significant of popular uneasiness) on one side a doubling of the Socialist vote and on the other the posting on dead walls and hoardings all over the country of certain very attractive and diverting bills warning citizens that it was “better to be safe than sorry” and advising them to “let well enough alone.” Apparently a good many citizens doubted whether the situation they were advised to let alone was really well enough, and concluded that they would take a chance of being sorry. To me, these counsels of do-nothingism, these counsels of sitting still for fear something would happen, these counsels addressed to the hopeful, energetic people of the United States, telling them that they are not wise enough to touch their own affairs without marring them, constitute the most extraordinary argument of fatuous ignorance I ever heard. Americans are not yet cowards. True, their self-reliance has been sapped by years of submission to the doctrine that prosperity is something that benevolent magnates provide for them with the aid of the government; their self-reliance has been weakened, but not so utterly destroyed that you can twit them about it. The American people are not naturally stand-patters. Progress is the word that charms their ears and stirs their hearts.

There are, of course, Americans who have not yet heard that anything is going on. The circus might come to town, have the big parade and go, without their catching a sight of the camels or a note of the calliope. There are people, even Americans, who never move themselves or know that anything else is moving.

A friend of mine who had heard of the Florida “cracker,” as they call a certain ne’er-do-well portion of the population down there, when passing through the State in a train, asked some one to point out a “cracker” to him. The man asked replied, “Well, if you see something off in the woods that looks brown, like a stump, you will know it is either a stump or a cracker; if it moves, it is a stump.”

Now, movement has no virtue in itself. Change is not worth while for its own sake. I am not one of those who love variety for its own sake. If a thing is good today, I should like to have it stay that way tomorrow. Most of our calculations in life are dependent upon things staying the way they are. For example, if, when you got up this morning, you had forgotten how to dress, if you had forgotten all about those ordinary things which you do almost automatically, which you can almost do half awake, you would have to find out what you did yesterday. I am told by the psychologists that if I did not remember who I was yesterday, I should not know who I am today, and that, therefore, my very identity depends upon my being able to tally today with yesterday. If they do not tally, then I am confused; I do not know who I am, and I have to go around and ask somebody to tell me my name and where I came from.

I am not one of those who wish to break connection with the past; I am not one of those who wish to change for the mere sake of variety. The only men who do that are the men who want to forget something, the men who filled yesterday with something they would rather not recollect today, and so go about seeking diversion, seeking abstraction in something that will blot out recollection, or seeking to put something into them which will blot out all recollection. Change is not worth while unless it is improvement. If I move out of my present house because I do not like it, then I have got to choose a better house, or build a better house, to justify the change.
It would seem a waste of time to point out that ancient distinction—between mere change and improvement. Yet there is a class of mind that is prone to confuse them. We have had political leaders whose conception of greatness was to be forever frantically doing something—it mattered little what; restless, vociferous men, without sense of the energy of concentration, knowing only the energy of succession. Now, life does not consist of eternally running to a fire. There is no virtue in going anywhere unless you will gain something by being there. The direction is just as important as the impetus of motion.

All progress depends on how fast you are going, and where you are going, and I fear there has been too much of this thing of knowing neither how fast we were going or where we were going. I have my private belief that we have been doing most of our progressiveness after the fashion of those things that in my boyhood days we called “treadmills,” a treadmill being a moving platform, with cleats on it, on which some poor devil of a mule was forced to walk forever without getting anywhere. Elephants and even other animals have been known to turn treadmills, making a good deal of noise, and causing certain wheels to go round, and I daresay grinding out some sort of product for somebody, but without achieving much progress. Lately, in an effort to persuade the elephant to move, really, his friends tried dynamite. It moved—in separate and scattered parts, but it moved.

A cynical but witty Englishman said, in a book, not long ago, that it was a mistake to say of a conspicuously successful man, eminent in his line of business, that you could not bribe a man like that, because, he said, the point about such men is that they have been bribed—not in the ordinary meaning of that word, not in any gross, corrupt sense, but they have achieved their great success by means of the existing order of things and therefore they have been put under bonds to see that that existing order of things is not changed; they are bribed to maintain the status quo.

It was for that reason that I used to say, when I had to do with the administration of an educational institution, that I should like to make the young gentlemen of the rising generation as unlike their fathers as possible. Not because their fathers lacked character or intelligence or knowledge or patriotism, but because their fathers, by reason of their advancing years and their established position in society, had lost touch with the processes of life; they had forgotten what it was to begin; they had forgotten what it was to rise; they had forgotten what it was to be dominated by the circumstances of their life on their way up from the bottom to the top, and, therefore, they were out of sympathy with the creative, formative and progressive forces of society.

Progress! Did you ever reflect that that word is almost a new one? No word comes more often or more naturally to the lips of modern man, as if the thing it stands for were almost synonymous with life itself, and yet men through many thousand years never talked or thought of progress. They thought in the other direction. Their stories of heroisms and glory were tales of the past. The ancestor wore the heavier armor and carried the larger spear. “There were giants in those days.” Now all that has altered. We think of the future, not the past, as the more glorious time in comparison with which the present is nothing. Progress, development—those are modern words. The modern idea is to leave the past and press onward to something new.
But what is progress going to do with the past, and with the present? How is it going to treat them? With ignominy, or respect? Should it break with them altogether, or rise out of them, with its roots still deep in the older time? What attitude shall progressives take toward the existing order, toward those institutions of conservatism, the Constitution, the laws, and the courts?

Are those thoughtful men who fear that we are now about to disturb the ancient foundations of our institutions justified in their fear? If they are, we ought to go very slowly about the processes of change. If it is indeed true that we have grown tired of the institutions which we have so carefully and sedulously built up, then we ought to go very slowly and very carefully about the very dangerous task of altering them. We ought, therefore, to ask ourselves, first of all, whether thought in this country is tending to do anything by which we shall retrace our steps, or by which we shall change the whole direction of our development?

I believe, for one, that you cannot tear up ancient rootages and safely plant the tree of liberty in soil which is not native to it. I believe that the ancient traditions of a people are its ballast; you cannot make a tabula rasa upon which to write a political program. You cannot take a new sheet of paper and determine what your life shall be tomorrow. You must knit the new into the old. You cannot put a new patch on an old garment without ruining it; it must be not a patch, but something woven into the old fabric, of practically the same pattern, of the same texture and intention. If I did not believe that to be progressive was to preserve the essentials of our institutions, I for one could not be a progressive.

One of the chief benefits I used to derive from being president of a university was that I had the pleasure of entertaining thoughtful men from all over the world. I cannot tell you how much has dropped into my granary by their presence. I had been casting around in my mind for something by which to draw several parts of my political thought together when it was my good fortune to entertain a very interesting Scotsman who had been devoting himself to the philosophical thought of the seventeenth century. His talk was so engaging that it was delightful to hear him speak of anything, and presently there came out of the unexpected region of his thought the thing I had been waiting for. He called my attention to the fact that in every generation all sorts of speculation and thinking tend to fall under the formula of the dominant thought of the age. For example, after the Newtonian Theory of the universe had been developed, almost all thinking tended to express itself in the analogies of the Newtonian Theory, and since the Darwinian Theory has reigned amongst us, everybody is likely to express whatever he wishes to expound in terms of development and accommodation to environment.

Now, it came to me, as this interesting man talked, that the Constitution of the United States had been made under the dominion of the Newtonian Theory. You have only to read the papers of The Federalist to see that fact written on every page. They speak of the “checks and balances” of the Constitution, and use to express their idea the simile of the organization of the universe, and particularly of the solar system,—how by the attraction of gravitation the various parts are held in their orbits; and then they proceed to represent Congress, the Judiciary, and the President as a sort of imitation of the solar system.

They were only following the English Whigs, who gave Great Britain its modern constitution. Not that those Englishmen analyzed the matter, or had any theory about it; Englishmen care little
for theories. It was a Frenchman, Montesquieu, who pointed out to them how faithfully they had copied Newton’s description of the mechanism of the heavens.

The makers of our Federal Constitution read Montesquieu with true scientific enthusiasm. They were scientists in their way—the best way of their age—those fathers of the nation. Jefferson wrote of “the laws of Nature”—and then by way of afterthought—“and of Nature’s God.” And they constructed a government as they would have constructed an orrery—to display the laws of nature. Politics in their thought was a variety of mechanics. The Constitution was founded on the law of gravitation. The government was to exist and move by virtue of the efficacy of “checks and balances.”

The trouble with the theory is that government is not a machine, but a living thing. It falls, not under the theory of the universe, but under the theory of organic life. It is accountable to Darwin, not to Newton. It is modified by its environment, necessitated by its tasks, shaped to its functions by the sheer pressure of life. No living thing can have its organs offset against each other, as checks, and live. On the contrary, its life is dependent upon their quick co-operation, their ready response to the commands of instinct or intelligence, their amicable community of purpose. Government is not a body of blind forces; it is a body of men, with highly differentiated functions, no doubt, in our modern day, of specialization, with a common task and purpose. Their co-operation is indispensable, their warfare fatal. There can be no successful government without the intimate, instinctive co-ordination of the organs of life and action. This is not theory, but fact, and displays its force as fact, whatever theories may be thrown across its track. Living political constitutions must be Darwinian in structure and in practice. Society is a living organism and must obey the laws of life, not of mechanics; it must develop.

All that progressives ask or desire is permission—in an era when “development,” “evolution,” is the scientific word—to interpret the Constitution according to the Darwinian principle; all they ask is recognition of the fact that a nation is a living thing and not a machine.

Some citizens of this country have never got beyond the Declaration of Independence, signed in Philadelphia, July 4th, 1776. Their bosoms swell against George III, but they have no consciousness of the war for freedom that is going on today.

The Declaration of Independence did not mention the questions of our day. It is of no consequence to us unless we can translate its general terms into examples of the present day and substitute them in some vital way for the examples it itself gives, so concrete, so intimately involved in the circumstances of the day in which it was conceived and written. It is an eminently practical document, meant for the use of practical men; not a thesis for philosophers, but a whip for tyrants; not a theory of government, but a program of action. Unless we can translate it into the questions of our own day, we are not worthy of it, we are not the sons of the sires who acted in response to its challenge.

What form does the contest between tyranny and freedom take today? What is the special form of tyranny we now fight? How does it endanger the rights of the people, and what do we mean to do in order to make our contest against it effectual? What are to be the items of our new declaration of independence?
By tyranny, as we now fight it, we mean control of the law, of legislation and adjudication, by organizations which do not represent the people, by means which are private and selfish. We mean, specifically, the conduct of our affairs and the shaping of our legislation in the interest of special bodies of capital and those who organize their use. We mean the alliance, for this purpose, of political machines with selfish business. We mean the exploitation of the people by legal and political means. We have seen many of our governments under these influences cease to be representative governments, cease to be governments representative of the people, and become governments representative of special interests, controlled by machines, which in their turn are not controlled by the people.

Sometimes, when I think of the growth of our economic system, it seems to me as if, leaving our law just about where it was before any of the modern inventions or developments took place, we had simply at haphazard extended the family residence, added an office here and a workroom there, and a new set of sleeping rooms there, built up higher on our foundations, and put out little lean-tos on the side, until we have a structure that has no character whatever. Now, the problem is to continue to live in the house and yet change it.

Well, we are architects in our time, and our architects are also engineers. We don’t have to stop using a railroad terminal because a new station is being built. We don’t have to stop any of the processes of our lives because we are rearranging the structures in which we conduct those processes. What we have to undertake is to systematize the foundations of the house, then to thread all the old parts of the structure with the steel which will be laced together in modern fashion, accommodated to all the modern knowledge of structural strength and elasticity, and then slowly change the partitions, relay the walls, let in the light through new apertures, improve the ventilation; until finally, a generation or two from now, the scaffolding will be taken away, and there will be the family in a great building whose noble architecture will at last be disclosed, where men can live as a single community, co-operative as in a perfected, co-ordinated beehive, not afraid of any storm of nature, not afraid of any artificial storm, any imitation of thunder and lightning, knowing that the foundations go down to the bedrock of principle, and knowing that whenever they please they can change that plan again and accommodate it as they please to the altering necessities of their lives.

But there are a great many men who don’t like the idea. Some wit recently said, in view of the fact that most of our American architects are trained in a certain École in Paris, that all American architecture in recent years was either bizarre or “Beaux Arts.” I think that our economic architecture is decidedly bizarre; and I am afraid that there is a good deal to learn about matters other than architecture from the same source from which our architects have learned a great many things. I don’t mean the School of Fine Arts at Paris, but the experience of France; for from the other side of the water, men can now hold up against us the reproach that we have not adjusted our lives to modern conditions to the same extent that they have adjusted theirs. I was very much interested in some of the reasons given by our friends across the Canadian border for being very shy about the reciprocity arrangements. They said: “We are not sure whither these arrangements will lead, and we don’t care to associate too closely with the economic conditions of the United States until those conditions are as modern as ours.” And when I resented it, and asked for particulars, I had, in regard to many matters, to retire from the debate. Because I found
that they had adjusted their regulations of economic development to conditions we had not yet found a way to meet in the United States.

Well, we have started now at all events. The procession is under way. The stand-patter doesn’t know there is a procession. He is asleep in the back part of his house. He doesn’t know that the road is resounding with the tramp of men going to the front. And when he wakes up, the country will be empty. He will be deserted, and he will wonder what has happened. Nothing has happened. The world has been going on. The world has a habit of going on. The world has a habit of leaving those behind who won’t go with it. The world has always neglected stand-patters. And, therefore, the stand-patter does not excite my indignation; he excites my sympathy. He is going to be so lonely before it is all over. And we are good fellows, we are good company; why doesn’t he come along? We are not going to do him any harm. We are going to show him a good time. We are going to climb the slow road until it reaches some upland where the air is fresher, where the whole talk of mere politicians is stilled, where men can look in each other’s faces and see that there is nothing to conceal, that all they have to talk about they are willing to talk about in the open and talk about with each other; and whence, looking back over the road, we shall see at last that we have fulfilled our promise to mankind. We had said to all the world, “America was created to break every kind of monopoly, and to set men free, upon a footing of equality, upon a footing of opportunity, to match their brains and their energies.” And now we have proved that we meant it.
Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):
   ___ Newspaper   ___ Map   ___ Advertisement   ___ Memorandum
   ___ Letter   ___ Telegram   ___ Congressional record   ___ Report
   ___ Patent   ___ Press release   ___ Census report   ___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   ___ Interesting letterhead   ___ Seals   ___ Notations   ___ Other
   ___ Handwritten   ___ Typed   ___ "RECEIVED" stamp

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT/POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)
   A. List three things the author said that you think are important:

       ___________________________________________________________
       ___________________________________________________________
       ___________________________________________________________

   B. Why do you think this document was written?

       ___________________________________________________________

   C. What evidence in the document helps you know why it was written? Quote from the document.

       ___________________________________________________________
       ___________________________________________________________

   D. List two things the document tells you about life in the United States at the time it was written:

       ___________________________________________________________
       ___________________________________________________________

   E. Write a question to the author that is left unanswered by the document:

       ___________________________________________________________

   F. How does this topic and this document relate to National Hispanic Heritage Month?

Adapted from National Archives Website
http://www.archives.gov/education/lessons/worksheets/
Baseball: America’s Favorite Pastime

Standards:
8.1.12C Evaluate historical interpretation of events.
8.3.12A Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

Objectives:
1. Students will be able to describe three important events in baseball history.
2. Students will be able to create questions to represent their assigned period of history.

Subject Matter: Negro Leagues, segregation/integration, league, championship, dominance

Materials:
- Teacher
- Baseball Scavenger Hunt Handout
- Abbot and Costello video clip- http://www.youtube.com/watch?v=WQXwt83hYkE

Procedure:
1. Set:
   a. Ask students why this skit touched so many Americans’ sense of humor:
      Show “Who’s on First?” by Abbot and Costello- http://www.youtube.com/watch?v=WQXwt83hYkE
   b. Essential Question: Describe important personalities in the history of baseball.

2. Informal Lecture:
   a. Dead ball era
   b. Negro Baseball Leagues
   c. Babe Ruth and the end of the dead ball era
   d. The war years
   e. Racial Integration
   f. Major Leagues move West
   g. Pitching dominance and rule changes

3. Baseball Exhibit: Scavenger Hunt Activity
   a. Divide the class into six groups representing each period of baseball history.
   b. Ask students to create three questions to accompany three pictures with captions representing important people, places and things during your assigned time period.
   c. Students are the give the pictures/captions to the teacher to place on a History of Baseball mural.
   d. Students will write three questions on a separate piece of paper to be included in the class question bank.
4. **Close:** Students will list three important persons in the history of baseball.

**Assessment:**
1. The instructor will informally observe the students researching the history of baseball and making display items for the class mural.
Baseball Exhibit

Make A Scavenger Hunt for your Classmates!

Directions: Your class will be divided into six groups representing each period of baseball history. Create three questions to accompany three pictures with captions representing important people, places and things during your assigned time period. Give the pictures/captions to your teacher to place on History of Baseball mural paper and write your three questions on a separate piece of paper to be included in the class question bank.

- Dead ball era
- Negro Baseball Leagues
- Babe Ruth and the end of the dead ball era
- The War Years
- Racial Integration
- Major Leagues move West
- Pitching dominance and rule changes
Populism and Progressivism - Review

Standards:
8.1.12B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.3.12D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

Objectives:
1. Students will be able to evaluate the political and cultural contributions of groups and individuals to United States history during the Progressive and Populist Eras.
2. Students will be able to complete a map activity outlining the significant locations mentioned throughout the unit.

Subject Matter: Agriculture, industrialization, political parties, economics, democracy, political platforms, conservation, reform, amendments, segregation, leadership

Materials:
- Teacher presentation
- Reform Review Worksheet

Procedure:
1. Set: Students will answer the essential question upon entering the classroom: Describe the political and cultural contributions of individuals and groups to United States history during the United States’ Reform Era.

2. Review of Teacher Presentation:
   a. The instructor will begin the Teacher presentation by reviewing the main events/ideas covered by the unit.
   b. Interject questions throughout the presentation to have students recall main ideas.

3. Review Activity:
   a. Handout Review Worksheet
   b. Each student chooses one term/person/place and reports to the class its importance.
   c. Discuss the answers to the worksheet with the students.

4. Close: The instructor will remind students how important it is to study for the test.
Assessment:

1. The teacher will informally observe the students taking notes from Teacher.

2. The teacher will informally observe the students participating in class by answering questions asked throughout the Teacher presentation.

3. The teacher will informally observe the students answering questions on the review worksheet and participating in the discussion.
# Reformers Review

Directions: Each student chooses one term/person/place and reports to the class its importance.

<table>
<thead>
<tr>
<th>People</th>
<th>Events</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theodore Roosevelt</td>
<td>Womens suffrage</td>
<td>Sagamore Hill</td>
</tr>
<tr>
<td>Carrie Nation</td>
<td>17th Amendment</td>
<td>Crater Lake</td>
</tr>
<tr>
<td>Oliver Kelly</td>
<td>Anti-trust laws</td>
<td>Yellowstone</td>
</tr>
<tr>
<td>Robert LaFollette</td>
<td>18th Amendment</td>
<td>Chickasaw</td>
</tr>
<tr>
<td>Booker T Washington</td>
<td>Panic of 1987</td>
<td>Petrified Forest</td>
</tr>
<tr>
<td>Jane Addams</td>
<td>Square Deal</td>
<td>Mount Olympus</td>
</tr>
<tr>
<td>William Jennings Bryan</td>
<td>Prohibition</td>
<td>Yosemite</td>
</tr>
<tr>
<td>William Taft</td>
<td>Progressive Party</td>
<td>Princeton NJ</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>Pure Food and Drug Act</td>
<td>Grand Canyon</td>
</tr>
<tr>
<td>WEB DuBois</td>
<td>New Freedom</td>
<td>Lassen Peak</td>
</tr>
<tr>
<td>Susan B Anthony</td>
<td>Populist Party</td>
<td>Hull House</td>
</tr>
<tr>
<td>Marcus Garvey</td>
<td>19th Amendment</td>
<td>Harlem</td>
</tr>
<tr>
<td>Al Smith</td>
<td>Anti-Saloon League</td>
<td>Omaha</td>
</tr>
</tbody>
</table>