

Progressive Reform Stations - Honors

STATION 1: MUCKRAKING & REFORM

**IMPORTANT
NOTES
FROM THIS
STATION:**

STATION ACTIVITY: The term "patent medicine" is associated with drug compounds in the 18th and 19th centuries, sold with colorful names and bogus claims of curing a universe of ailments. Patent medicines originally referred to medications whose ingredients had been granted government protection. But actually, the recipes of most 19th century patent medicines were not patented. Most producers used ingredients quite similar to their competitors- vegetable extracts laced with ample doses of alcohol. These proprietary or "quack" medicines could be deadly, since there was no regulation on their ingredients. They were medicines with questionable effectiveness whose contents were kept secret.

INSTRUCTIONS: Find the "Drugs" section of the Sears, Roebuck Catalog and examine the different products. Scan the advertisements and complete the chart below.

DRUG NAME	WHAT DOES THE MEDICINE CLAIM TO DO OR CURE?	ARE ANY SPECIFIC DRUGS MENTIONED IN THE AD? (I.E. COCAINE) IF SO, LIST THEM.	HOW MUCH DOES THIS "CURE ALL" COST?
1.			
2.			
3.			
4.			
5.			

CLOSURE QUESTIONS:

1. Based on the information learned at this station, why was there a need for a government intervention in the food and drug industries?
2. Did any of the ingredients in the patent meds you examined surprise you? Explain.

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STATION 2: CIVIL RIGHTS REFORM

IMPORTANT
NOTES
FROM THIS
STATION:

STATION ACTIVITY: The publication of W.E.B. Du Bois's *The Souls of Black Folk* launched a new, more confrontational approach to civil rights. In his book, Du Bois, the first African American to receive a Ph.D. from Harvard, condemned Booker T. Washington's philosophy of *accommodation* and his idea that African Americans should confine their ambitions to manual labor. In 1908, after anti-black rioting took place in Springfield, Illinois, Du Bois and a group of African Americans and whites convened a convention in Harpers Ferry, Virginia, that became the basis for the first country's first national civil rights organization, the **National Association for the Advancement of Colored People**. By 1914, the NAACP had 6,000 members and offices in fifty cities.

INSTRUCTIONS: Read and compare the speeches of Booker T. Washington and W.E.B. DuBois by completing the activities below.

- Briefly describe the discrimination African Americans faces after the end of Reconstruction.
- Which Civil Rights leader, Booker T. Washington or W.E.B. DuBois do you associate with each of the following ideas? Read the idea, then place a "W" if you think it describes Washington or a "D" if it is more fitting of DuBois.
 - _____ Demand for immediate enforcement of the Reconstruction Amendments (13th, 14th, 15th)
 - _____ Urged accommodation with whites, not agitation
 - _____ Supported a gradual approach to Civil Rights reform
 - _____ Emphasized training for manual labor
 - _____ Found Jim Crow laws unacceptable and wanted them abolished immediately
 - _____ Said blacks must pull themselves up by their own efforts
 - _____ Urged protest in order to achieve black equality
- In your opinion, which early Civil Rights leader would have been more successful in achieving civil rights for African Americans in the early 1900s? Defend your answer in a good, detailed paragraph.

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STATION 3: THE TEMPERANCE MOVEMENT

**IMPORTANT
NOTES
FROM THIS
STATION:**

STATION ACTIVITY: Standing at nearly 6 feet tall and weighing 180 pounds, Carry Amelia Moore Nation, **Carrie Nation**, as she came to be known, cut an imposing figure. Carrying a hatchet, she was downright frightful. In 1900, the target of Nation's wrath was alcoholic drink. Nation felt divinely ordained to forcefully promote temperance. A brief marriage to an alcoholic in the late 1800's fueled Nation's disdain for alcohol. Kiowa, Kansas was the setting of Nation's first outburst of destruction in the name of temperance in 1900. Between 1900 and 1910 she was arrested some 30 times after leading her followers in the destruction of one water hole after another with cries of "Smash, ladies, smash!" Prize-fighter John L. Sullivan was reported to have run and hid when Nation burst into his New York City saloon. Self-righteous and formidable, Nation mocked her opponents as "rum-soaked, whiskey-swilled, saturn-faced rummies."

INSTRUCTIONS: Analyze the political cartoons regarding Carrie Nation and the Temperance Movement by answering the questions below.

1. Complete the chart below:

	Words/Phrases	Objects	People	Message of the Cartoon:
Cartoon A				
Cartoon B				
Cartoon C				

2. Which cartoon do you think most Americans would relate to during the Progressive Era? Explain.

3. How is cartoon B different from cartoons A and C? Explain.

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STATION 4: REFORM FOR THE POOR

**IMPORTANT
NOTES
FROM THIS
STATION:**

STATION ACTIVITY: Concern for the conditions of the poor gave way to a growing interest in the rights of the working class. One of the most persistent causes of Progressive Era reformers was child labor reform. The 1890 census revealed that more than one million children, ten to fifteen years old, worked in America. That number increased to two million by 1910. Industries employed children as young as five or six to work as many as eighteen to twenty hours a day. By 1929 every state had a provision banning children under fourteen from working. Thirty-six states had laws that prohibited factory workers under sixteen from working at night or for more than eight hours a day.

INSTRUCTIONS: Read the provided Abstract of Child Labor Law and answer the following questions about **MODERN** laws protecting youth. (laws taken from the state of Pennsylvania)

1. What is the minimum age a child may begin working? _____
2. What job can be done by children under this age? _____
3. What job can a child do at age 12? _____
4. What job can a child do at age 7? _____
5. During the school year, the maximum number of hours you can work as a 14/15 yr old on a school day is _____ hours. The maximum number of hours you may work on a weekend day is _____ hours.
6. During the summer, the maximum number of hours you can work as a 14/15 year old is _____ hours per day and _____ hours per week.
7. How many hours can you work during a school week if you are now 16 or 17 years old? _____
8. How is night work different when you are 16 or 17 years old versus 14-15? _____
9. How long must your employer give you as a lunch/food break? _____
10. What two penalties are there for employers who break the child labor law?
 - A. _____
 - B. _____
11. List three jobs that children can NOT work at until they are 18 years old:
 - A. _____
 - B. _____
 - C. _____
12. 18. List three jobs that children can NOT work at until they are 16 years old:
 - A. _____
 - B. _____
 - C. _____
13. Have you worked AND BEEN PAID by an employer for a job? YES NO
14. What was the job? _____
15. Was the work you performed legal according to the Child Labor Laws? YES NO

Progressive Reform Stations - Tenements

STATION 5: PHOTOGRAPHY IN THE PROGRESSIVE ERA

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NOTES
FROM THIS
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INSTRUCTIONS: Examine the provided documents about tenement living and answer the questions below.

1. What do you think is meant by Excerpt A?
2. Describe at least three characteristics all of the photographs have in common.
3. Keeping in mind each of the 5 senses (smell, taste, touch, hear, sight), write a **creative** short story about what it would be like to live in the tenements exposed by Jacob Riis.

Progressive Reform Stations - Honors

STATION 6: WOMEN'S SUFFRAGE

**IMPORTANT
NOTES
FROM THIS
STATION:**

STATION ACTIVITY: The woman suffrage movement actually began in 1848, when the first women's rights convention was held in Seneca Falls, New York. For the next 50 years, woman suffrage supporters worked to educate the public about the validity of woman suffrage. Under the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and other women's rights pioneers, suffragists circulated petitions and lobbied Congress to pass a Constitutional Amendment to enfranchise women. Over time women began to realize that in order to achieve reform, they needed to win the right to vote. For these reasons, at the turn of the century, the woman suffrage movement became a mass movement.

INSTRUCTIONS: Compare the differing viewpoints regarding women's right to vote in the Progressive Era.

1st Author's Name:	2nd Author's Name:
1st Author's Overall Opinion:	2nd Author's Overall Opinion:
Facts & Opinions That Lend Support:	Facts & Opinions That Lend Support:
1.	1.
2.	2.
3.	3.
Your Point of View: (This is your opinion on the issue!)	
Explain Why: (You must use at least 5 sentences!)	