

2015 Progressive Reformer Research Project & Essay

Directions: The Progressive Era (1890-1920) was made up of a series of political and social movements, each aiming in one way or another to reform society and help underprivileged people. Although groups and organizations carried out these movements, individuals played powerful roles in defining the character of those reform efforts. Your task is to research and write an essay about the activities and goals of one particular reformer. We will cover the following reformers:

Margaret Sanger
Jacob Riis

Ida B. Wells
Lincoln Steffens

Jane Addams
Ida Tarbell

Florence Kelley

Your essay, which should be about 4-5 pages long, must include the following information:

- A. ***Biography of the individual*** – Present information about the person’s life that help explains your person’s success or failure as a reformer (such as family background, educational background and professional experiences.). **This should be the shortest portion of your essay.**
- B. ***Their “cause” or area of interest*** – What did they seek to reform or improve? What issues were they concerned with? Use your textbook as a reference.
- C. ***A summary of their proposed solution*** – What kind of changes did s/he want to make? What were the main principles behind his/her actions? What actions did s/he take? Include references to any influential writings or organizations.
- D. ***Their achievements – successes or failures*** – Did they achieve any success in their pursuits? What reforms were carried out as a result of their actions? Not all of the reformers were successful during their lifetimes; in several instances, decades passed before the reform was successfully carried out.
- E. ***An explanation of how the reformer fits into the Progressive Era*** – How did they contribute to the overall goals of the Progressive Era? How did this individual reflect Progressive ideals?

II. Research, Sources and Bibliography

To find information about your muckraker, you must consult: (1) A specialized encyclopedia (which the librarians will discuss); (2) A second secondary source of your choice (NOT the INTERNET or your textbook) and (3) The primary source that you use for your analysis. You should use 3-4 sources for this project. Your textbook and random internet sites DO NOT count as sources. Try to use a full length chapter book for #2 if you can.

Your essay must include both a bibliography/Works Cited page AND parenthetical citations. Use **MLA version 7** conventions to document your research. See the model bibliography at the end of this packet. For more information:

1. Go to the LS library web page (<http://www.lsrhs.net/library/default.html>) and select the “Cite It!” tab. Locate the heading “EASYBIB HANDOUTS” on the right of the webpage.
2. Download and read (1) MLA 7 Style (for your bibliography) and (2) MLA 7 Parenthetical (for your parenthetical citations).

The LS library web page also has a “Class Projects” tab. Select the tab and look for our class. You will find some resources there appropriate for this project. The class website also has links to the handouts listed above.

Research Guidelines:

1. Find the secondary source(s) first. Learning a bit about your muckraker will provide some context for finding an appropriate primary source. You will have to read through the muckraker's books/published works to find a good primary source. Remember how we defined primary sources at the start of the year!
2. Remember that your primary source must be from the era of this assignment (1890-1920).
3. Do not quote 2-3 random pages from a muckraker's book. A few well-chosen passages will much more effective. For example, if you are researching Ida Tarbell, try to find a description of unfair business practices from *A History of Standard Oil*. Lincoln Steffens researchers should find examples/descriptions of government corruption from *The Shame of the Cities* or his autobiography. The Steffens cartoon where he says "I have seen the future and it works," (a reference to the Soviet Union in the 1930s) is not a primary source and says little about him.
4. Depending on your muckraker, illustrations might be appropriate, but in most cases you will be using written passages.
5. In general, you should use books to find a primary source. If you can find the full text of a book through Google books, you may access the book online, but using Google is very cumbersome. An alternative for finding a primary source is the *Annals of America*, which is available online through the LS library website.
6. *If you are unclear about what a primary source is, please see me.*

Progressive Reformers – Assignments

	Block 4:	Block 6:
Jacob Riis		
Ida Tarbell		
Jane Addams		
Ida B. Wells		
Margaret Sanger		
Lincoln Steffens		
Florence Kelley		

GENERAL ESSAY REQUIREMENTS:

- The essay needs to follow the guidelines for an analytical, five-paragraph essay. It should have at least five paragraphs, an argumentative thesis statement, specific examples, and quotations.
- The length requirement is 4-5 pages, double-spaced, typed, 1-inch margins, font size 12. Please use TIMES NEW ROMAN (i.e. the font you are now reading).
- Title: Center the title on the first page of your essay. A title should give the reader the essay topic. If you decide to use a catchy title, make sure that you include the topic of the essay.
- You should have at least one DIRECT quotation in each developing paragraph. You should use the sources assigned as homework during the unit. DO NOT USE THE INTERNET.
- Please number your pages.

- A note on plagiarism: Copying and pasting—either parts or whole essay—from the internet is also cheating. Don't do it. I am asking you not to use the internet because: (1) Not all information on the internet is reliable; (2) You will not be allowed to use the internet for your research paper during Q3 and, more importantly, (3) Someday, when you are in college, you will have to use books—lots of them—to do your research. Consider this to be good practice. See your student handbook if you need a review for the consequences of cheating. Remember that you are not to collaborate electronically with anyone in the class as you complete this assignment; review the course syllabus and/or see me if you have any questions.
- Don't forget to SPELL CHECK your essay and check your grammar! I recommend reading your essay aloud to proofread.
- Do not use the word "I" in this essay. Be careful about using the word "This" as a transitional phrase. "This shows that..." is a very weak transitional phrase.

HOW YOU WILL BE GRADED:

1. **CONTENT:** Do you use the sources that were made available to you? Do you have a solid thesis statement? Do you back up your points with specific evidence? Do you make a clear and coherent argument?
2. **WRITING MECHANICS:** Proofread for technical errors, which include proper use of commas and semicolons, apostrophes and capitalization. Please carefully proofread your essay. You should also focus on how to make your writing "flow." Pay attention to sentence-to-sentence transitions, and make sure to vary your sentence structure.
3. **ORGANIZATION:** The thesis statement and topic sentences are the skeleton of the essay. Without a solid skeletal frame, the examples have nothing to hold onto! So be sure that your essay has very clear topic sentences that support the thesis statement. Topic sentences should be *analytical* and *argumentative*—not descriptive. See me if you need help on this.
4. A RUBRIC is attached to this assignment. The rubric reflects points 1-3 above.

MORE INFORMATION ON WRITING AN ESSAY:

1. **Introduction:** Give some background information about your topic (i.e. set the stage). Make sure you give your reader enough information so that he or she knows what you are talking about. End your introduction with your thesis statement. *I repeat: The last sentence in your introduction should be your thesis.* Make sure your thesis addresses the fundamental question of the essay (see page 1).
2. **Body Paragraphs:** Each body paragraph (**AT LEAST THREE**) needs to start with an analytical topic sentence. Your topic sentence needs to make an argument that supports your thesis. Use quotations and references to support the argument. ALWAYS remember to analyze, or explain, how the quotations and evidence you use support your thesis. At the end of each paragraph, you should explain how the evidence you presented in that paragraph AS A WHOLE connects back to your argument.

SETTING UP QUOTES: When using evidence from the documents, refer to the guidelines below:

- Lewis H. Lapham argued in *Harpers Magazine* that "Blah blah blah."
- Despite evidence to the contrary, John Samples maintained his argument that "blah blah blah."
- Use the word "this" carefully; the phrase "this shows that" is a very weak transitional phrase.

Watch out for **quote dumping** in your paper. **Quote dumping** occurs when an essay quotes a passage as a stand-alone sentence without the passage being introduced or put into context. It also occurs when the passage selected for quoting adds little to your analysis.

Your quotations should be integrated smoothly into the flow of your text. They should not stand alone. The person responsible for the quotation should ALWAYS be identified. You will lose points on your essay if you do not do this.

- a. **GOOD:** “Quotations should always be integrated smoothly into the flow of the text,” wrote historian and grammar expert James Raffel, “or else your reader will be confused.”
 - b. **GOOD:** According to grammar expert James Raffel, “Quotations should always be integrated smoothly into the flow of the text.”
 - c. **BAD:** Some students in Mr. Raffel’s history class seem to think that it is okay for quotes to stand alone. “What these people don’t know is that it looks bad and is confusing for the reader.”
3. **Conclusion:** Here is where you spend one paragraph summarizing your findings without being blatantly repetitive. You will need to re-emphasize your thesis as well as your main pieces of evidence without writing them exactly the same way over again. After you do this, you need to give your reader some additional insight into the topic. For example, explain why these issues are important in the long run, or elaborate on the historical significance of these particular issues.
4. Please Use a **Proper Heading** on the first page of your paper (no title page necessary):

Last Name, First Name
20th Century American History
October 7, 2014

2015 Project Schedule:

Task:	Block 4:	Block 6:
Library Days, Research: (Report to Library Classroom B324)	09-28 10-01	09-29 10-01
Rough Draft Due: (peer edit day) Bring 2 copies of your essay to class. (10 point spot check)	10-05	10-05
Final Draft Due (including bibliography):	10-08	10-08

Late work penalized 10 points per school day until turned in.

Essay Rubric

I. Introduction:

- ☐ Introduction accurately sets the stage/context for your essay. Should NOT contain only biographical information.
- ☐ Contains a clear thesis that fits the assignment. **Thesis is the last sentence in the opening paragraph.**
- ☐ Should be NO LONGER than ½ a page.

II. Body Paragraphs:

- ☐ Analytical topic sentences that support your thesis
- ☐ Quotes/specific evidence from the reading(s) that supports your thesis (each body paragraph needs a direct quote).
- ☐ An evaluation of the evidence in your own words that is accurate.
- ☐ Essay overall has minimum of 10 parenthetical citations
- ☐ Body paragraphs address points A-E of assignment (see page one)
- ☐ Historical events presented in chronological order

III. The Conclusion:

- ☐ Restatement of your thesis
- ☐ Brief summary of the evidence presented in your paper
- ☐ A unique insight into the material you presented

IV. Research:

- ☐ Appropriate sources, as specified by the assignment used in paper; no internet sources
- ☐ Primary source incorporated effectively into essay
- ☐ In text parenthetical citations/Work Cited page are correctly formatted using MLA version 7

V. Writing Process/Mechanics:

- ☐ Flawless spelling and grammar (HINT: proofread your essay by reading it out loud before you turn it in.)
- ☐ 12 point times new roman font, 1-inch margins, double spaced
- ☐ Correct Heading
- ☐ Body paragraphs are not too long (**no longer than 2/3 of a page**) and contain at least one quote from the readings
- ☐ Events are described in chronological order
- ☐ Page numbers appear on pages 2-4 (Use “Header” command in MS Word)
- ☐ People are not referred to by first name (i.e. Wells, not Ida)
- ☐ Active voice/past tense
- ☐ Italicize or underline titles of books, magazines, newspapers and encyclopedias
- ☐ Paragraphs indented 5 spaces; no spaces between paragraphs
- ☐ No contractions or informal (colloquial) language in the essay. Use the word “This” sparingly and never in a transitional phrase (see above).
- ☐ Quotes longer than four lines should be single spaced and indented 5 spaces
- ☐ Essay is stapled when turned in, no title page necessary
- ☐ No hanging quotes/quote dumping (see above)
- ☐ No electronic collaboration on this assignment (see syllabus)

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