

Progressive Reformer History Head Project

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 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

There are two parts to this assignment: a “history head” activity and an analysis of a primary source.

I. The History Head

To learn more about the era and its reformers, you are to create a “**history head**” of one of the era’s reformers. This assignment literally requires you to “get inside the head of” a historical figure. Examine the rubric and complete the tasks below:

- For your reformer identify/present the following **five** points:
 - 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 write up.**
 - 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.
 - 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.
 - Their achievements – successes or failures** – Did they achieve any success in their pursuits? What reforms were carried out as a result of their actions?
 - 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?
- Type** a paragraph or two explaining the significance of **each of the five points**. Number your paragraphs so they match the numbers you will give to each image (see step #3). This write up, containing points A-E, **should be no more than three pages long.**
- Draw these concepts inside the “head” of the person. Number each of the images so they match your paragraphs. You may use clip art or photographs, but all images must be legible. If you are drawing or using clip art, images must be in color. Drawings must be neat!!

II. Primary Source Analysis

You are to find a primary source for your reformer. Once you have done so, your assignment is to write no more than **one typed page** analyzing your primary source. Your analysis, which must be in complete sentences, should include:

- A summary your source using the TAAP protocol.
- An analysis of the meaning of this document and what it reflects about: 1) your reformer, 2) the progressive era.

- One quote from the primary source. You need a specific passage/photo to analyze. It is not sufficient to summarize a book.

Guidelines for selecting a 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!
- Remember that your primary source must be from the era of this assignment (1890-1920)
- Do not include 2-3 random pages from a muckraker's book. A few well-chosen passages will be 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.
- Depending on your muckraker, illustrations might be appropriate, but in most cases you will be using written passages.
- ***If you are unclear about what a primary source is, please see me.***

III. Sources/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.

Your project must include a bibliography/Works Cited Page that follows **MLA version 7** conventions. Go to the LS library web page (<http://www.lsrhs.net/library/default.html>) and select the "Cite It!" tab. You will then see the resources available to help you prepare your bibliography, including a link to easybib.com that will generate a properly formatted bibliography for you. Using the library's research cards and Easybib.com will make assembling your bibliography a lot easier. Footnotes/endnotes are not necessary for this project.

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.

Progressive Reformers – Assignments

	Block 2:		Block 7:	
Jacob Riis	Sophie B Abby K	Constantine S John S	Michael B Amara D	Megan G Jack Man.
Ida Tarbell	Jake A Rebecca K	Gabriel F Alex S	Cynthia B Thomas D	Haley H Jack McC.
Jane Addams	Tyler B Hannah K	Adam F Grant S	Molly B Amanda F Anna Z	Kelsie J Molly M
Ida B. Wells	Austin B Brian L	Lianna F Michaela E	Tom C Sophie F Suzi W	Conor K Max S
Margaret Sanger	Olivia C Mickey J	Sydney G Amy S	Jonathan C Sam F Valerie Z	Josh K John V
Lincoln Steffens	Josh C Ben S	Ben G Andrew W	Dante C Taylor G	Chase L Paula W

Project Schedule:

Task:	Block 2:	Block 7:
*Library Days, Research: (Report to Library Classroom B324)	Monday, October 3 Tuesday, October 4	Monday, October 3 Wednesday, October 5
Due date for materials: 1. History Head 2. History Head Write Up 3. Copy of Primary Source 4. Primary Source Analysis 5. Bibliography	Tuesday, October 11	Tuesday, October, 11

*Making the most of our limited time in the LS library might require you to copy materials from the resources on the book cart. Please note that copies cost 10 cents per page.

Project Rubric & Point Values Writing/Research

Task:	Point Value:
The concepts you describe for your person match the following Requirements: <ul style="list-style-type: none"> Brief biography Cause/Area of interest Proposed Solution Discussed in 2-3 pages Achievements (Successes and/or Failures) How the reformer fits into the Progressive Era 	40
Your paper follows these conventions : <ul style="list-style-type: none"> Typed with 1-inch margins; Times (New Roman) font Double spaced Proofread and free of spelling and grammatical errors Does not use contractions/avoids the use of the word “this” as a transitional phrase (“This shows that...”) Refers to your historical figure by his/her last name Turned in with a proper heading 	15
Your Sources : <ul style="list-style-type: none"> Include one specialized encyclopedia, one appropriate secondary source (<i>not your textbook</i>) and an appropriate primary source No secondary source information presented from the internet. Complete bibliography presented with paper using proper conventions 	15

Illustrations

Task:	Point Value:
Your illustrations <ul style="list-style-type: none"> Reflect each concept described in your paragraphs Indicate significant effort (i.e. are neat and/or in color) 	15

Primary Source Analysis

Task:	Point Value:
Your primary source is turned in with your materials and: <ul style="list-style-type: none"> Is a specific passage or photo and is fully and accurately analyzed using the TAAP protocol (may include a quote). Explains how this document reflects your muckraker and the era. Includes an appropriate quote that is explained in your own words. 	15