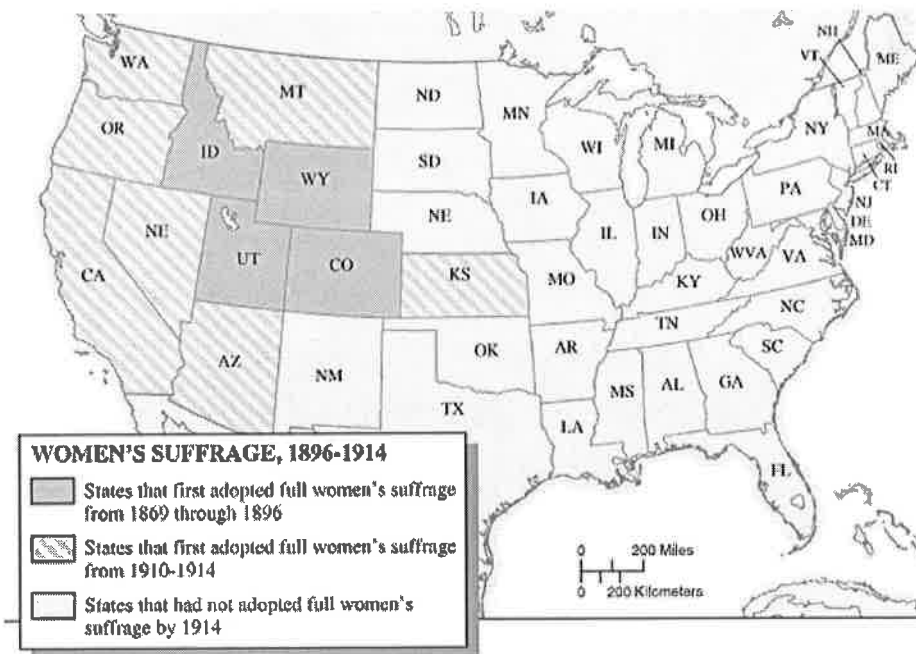
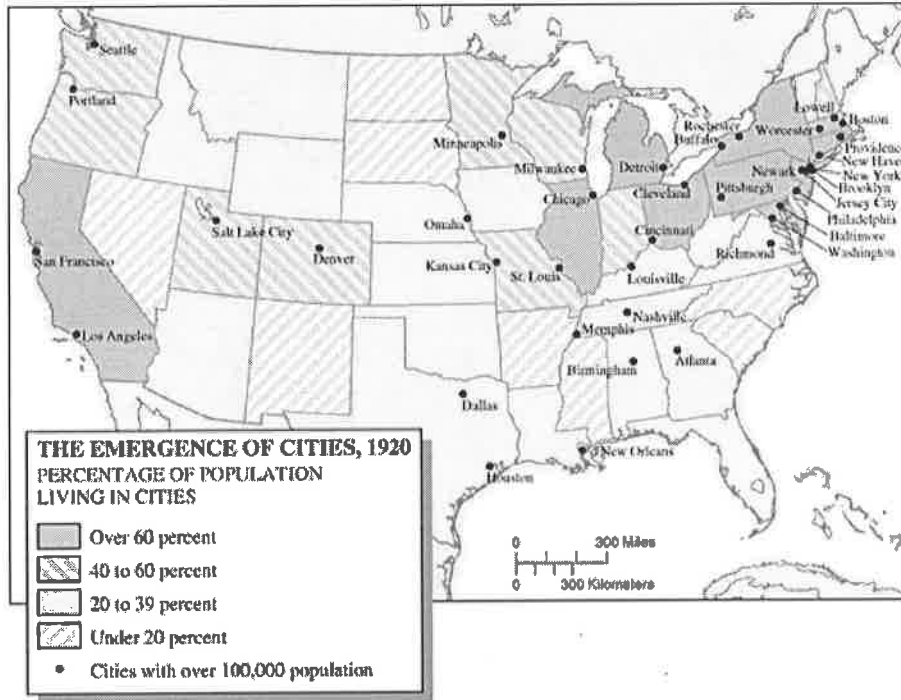


Progressivism



Progressivism and the Age of Reform: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Written Primary Source

“A Fiery Sacrifice in New York Factory: One Hundred Forty-Eight, Mostly Girls, Perish.”

Nearly all the victims were employed by the Triangle Shirtwaist company, on the eighth, ninth and tenth floors of a ten story and loft building at 23 Washington Place, in the downtown wholesale district. The partners of the firm, Isaac Harris and Max Blanck, escaped, carrying over an adjoining roof Blanck's two young daughters and a governess. There was not an outside fire escape on the building. . . Max Blanck said tonight: "How or where the fire started I have no idea. There was no explosion, of that I am sure. We who escaped by the roof saw nothing of what happened below us. We probably were the last persons to get out of the building alive. I cannot understand why the people of the eighth floor could not have escaped had they not been thrown into panic. They could have found their way out by the fire escapes in the rear. This means of escape, however, was cut off by the flames from those on the ninth and tenth floors."

Source Information: The Triangle Shirtwaist Factory was destroyed by fire in New York City on March 25, 1911. The fire took the lives of 146 garment workers, mostly Jewish and Italian immigrant women. Newspapers across the country covered the Triangle Shirtwaist fire in the days just after it occurred. This excerpt is from newspaper story that appeared in *The Arizona Republican* on March 26, 1911, one day after the fire.

Source: *The Arizona Republican*. "A Fiery Sacrifice in New York Factory." March 26, 1911. From Library of Congress, *Chronicling America*. Accessed August 29, 2013. <http://chroniclingamerica.loc.gov/lccn/sn84020558/1911-03-26/ed-1/seq-1/>.

Student Handout

Document 2: A Secondary Source

In the early 1900s, Progressive reformers often spoke up about terrible working conditions in tenements and factories in America's rapidly growing cities. In the New York garment industry, for example, many newly arrived immigrants and other poor workers labored 12 hours or more a day for low wages in cramped, poorly ventilated and dangerous buildings. On March 25, 1911, one tragedy brought these conditions to the attention of the entire nation. On that day, a fire broke out at the Triangle Shirtwaist Company in New York City. Most of the workers were young Jewish and Italian immigrant women. They worked on the eighth, ninth, and tenth floors of the building. The managers of the company often locked exit doors to prevent workers from stealing cloth. In the fire, many on the ninth floor could not escape in part because of one locked door. Some workers died jumping from that floor or the other two. Others died from smoke inhalation, flames or a collapsing fire escape. In all, 146 died in the disaster. The company's owners, Max Blanck and Isaac Harris, were tried on charges of first and second degree manslaughter. The defense argued the two did not know the doors were locked. The jury acquitted the two owners. The fire was a terrifying tragedy. But it was also a wake-up call. Within just a few years, it led to new laws in dozens of states regulating fire safety more strictly and improving workplace conditions.

Source Information: This document is a secondary source account of the Triangle Shirtwaist Company fire. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the Triangle Shirtwaist tragedy. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

Assessment Questions

1. Compare Documents 1 and 2. Highlight or underline at least three key details about this tragedy that the two accounts agree on. Explain your choices.
2. What specific details in Document 2 add to and alter your understanding of this tragedy? List three details and explain why you chose them.

Progressivism and the Age of Reform: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Written Primary Source Document

The commercial spirit is the spirit of profit, not patriotism; of credit, not honor; of individual gain, not national prosperity; of trade and dickering, not principle. "My business is sacred," says the business man in his heart. "Whatever prospers my business, is good; it must be. Whatever hinders it, is wrong; it must be. A bribe is bad, that is, it is a bad thing to take. But it is not so bad to give one, not if it is necessary to my business." The politician takes essentially the same view of the bribe, only he saves his self-respect by piling all his contempt upon the bribe-giver. "It is wrong, maybe," he says, "but if a rich merchant can afford to do business with me for the sake of a convenience or to increase his already great wealth, I can afford, for the sake of a living, to meet him half way. I don't pretend to virtue, not even on Sunday." And as for giving bad government or good, how about the merchant who gives bad goods or good goods, according to the demand?

But there is hope, not only despair, in the commercialism of our politics. If our political leaders are just a lot of political merchants, they will supply any demand we may create. All we have to do is to establish a steady demand for good government. The bosses have us split up into parties. . . . If we would leave parties to the politicians, and would vote not for the party, not even for men, but for the city, and the State, and the nation, we should rule parties, and cities, and States, and nation. If we would vote in mass on the more promising ticket, or, if the two are equally bad, would throw out the party that is in, and wait till the next election and then throw out the other party that is in—then, I say, the commercial politician would feel a demand for good government and he would supply it.

Source Information: In the 1890s, many magazines began publishing in-depth reports on political corruption and other major social problems. Such reporting came to be known as "muckraking," and it helped win support for many Progressive reform efforts. Lincoln Steffens was one of the most famous of these muckrakers. In 1904, he published a book made up of articles he wrote for *McClure's Magazine* about various city governments. The book was titled *The Shame of the Cities*. The excerpt here is adapted from the introduction to that book.

Source: Steffens, Lincoln. "Introduction" in *The Shame of the Cities*. New York: McClure, Phillips & Co., 1904. Quoted in "The Shame of the Cities: Steffens on Urban Blight," *History Matters*, accessed August 29, 2013, <http://historymatters.gmu.edu/d/5732>.

Progressivism and the Age of Reform: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Written Primary Source Document

1. *The growth of cities has gone on much faster than the growth of the country, and the building up of the great industrial centers has meant a startling increase both in total wealth and in the number of very large individual and corporate fortunes... The process has aroused much antagonism, a great part of which is wholly without warrant. It is not true that as the rich have grown richer the poor have grown poorer. On the contrary, never before has the average man, the wage-worker, the farmer, the small trader, been so well off as in this country and at the present time.*

2. *Yet it is also true that there are real and grave evils... There is a widespread conviction in the minds of the American people that the great corporations known as trusts are in certain ways hurtful to the general welfare. This springs from no spirit of envy. Nor do Americans lack pride in the great industrial achievements that have placed this country at the head of the nations struggling for commercial supremacy. Nor do they fail to see the necessity of meeting changed conditions of trade with new methods. ...Yet they also believe that combination and concentration should be, not prohibited, but supervised and reasonably controlled. In my judgment, this belief is right.*

3. *The first essential in determining how to deal with the great industrial combinations is knowledge of the facts—publicity... What further remedies are needed in the way of governmental regulation, or taxation, can only be determined after publicity has been obtained, by process of law, and in the course of administration. The first requisite is knowledge, full and complete—knowledge which may be made public to the world.*

4. *The large corporations, commonly called trusts, though organized in one state, always do business in many states. They often do very little business in the state where they are incorporated. There is utter lack of uniformity in the state laws about them. As no state has any exclusive interest in or power over their acts, it has proved impossible to get adequate regulation through state action. Therefore, in the interest of the whole people, the nation should... assume power of supervision and regulation over all corporations doing an interstate business.*

5. *When the Constitution was adopted, no human wisdom could foretell the sweeping changes in industrial and political conditions which were to take place by the beginning of the twentieth century. At that time it was accepted that the states were the proper authorities to regulate the much smaller and strictly localized corporate bodies of the day. The conditions are now wholly different and wholly different action is called for. I believe that a law can be framed which will enable the National Government to exercise control along the lines above indicated.*

Progressivism and the Age of Reform: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Written Primary Source Document

But the most important effect of the frontier has been the promotion of democracy here and in Europe. As has been indicated, the frontier is productive of individualism. Complex society is altered by the wilderness into a kind of primitive organization based on the family. The tendency is anti-social. It produces antipathy to control, and particularly to any direct control. The tax-gatherer is viewed as a representative of oppression. Prof. Osgood says that frontier conditions in the colonies were important factors explaining the American Revolution... Frontier individualism has from the beginning promoted democracy. The frontier states that joined the Union in the first quarter of a century of its existence came in with democratic suffrage provisions. This had effects of the highest importance on the older states whose peoples were being attracted to the frontier. An extension of the franchise became essential. It was western New York that forced an extension of suffrage in the constitutional convention of that State in 1821. It was western Virginia that compelled the [more settled] tide-water region to put a more liberal suffrage provision in the constitution framed in 1830... The rise of democracy as an effective force in the nation came in with western influence under [Presidents] Jackson and William Henry Harrison. This meant the triumph of the frontier, with all of its good and with all of its evil elements.

Source Information: By the late 1890s, America's cities were growing rapidly. A complex industrial civilization was spreading. The West was no longer a vast unexplored land. It was being rapidly settled and developed. The western frontier, it seemed, was vanishing. Frederick Jackson Turner attracted a great deal of interest when he wrote about the disappearing frontier in his famous essay, "The Significance of the Frontier in American History." This excerpt is adapted from Chapter 1 of that essay.

Source: Turner, Frederick Jackson. "The Significance of the Frontier in American History, Chapter 1, excerpts." *Mount Holyoke*. Accessed August 29, 2013. <https://www.mtholyoke.edu/acad/intrel/afp/turner.htm>.

Student Handout

Assessment Questions

1. Notice all the underlined phrases in this paragraph. Rewrite the paragraph to include all the points Turner makes in a way that ordinary readers today could more easily understand.

2. This is the famous "Frontier Thesis" of Frederick Jackson Turner. Why do you suppose it aroused so much interest and anxiety among Americans in the early 1900s?

Progressivism and the Age of Reform: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Written Primary Source Document

A child of eight—one of a dozen in a shop on Walker Street—stripped feathers, and had for a year earned three dollars a week. In this case the father was dead and the mother sick. The little thing went home to do such cooking as she could, though like many a worker she had already learned to take strong tea, and to believe that it gave her strength. She was dwarfed in growth from confinement in the air of the workshop, from lack of proper food and no play. Thousands of these little feather strippers are in like case.

In another workshop in the same neighborhood, children of from eight to ten, and one much younger, cut the feathers from cock-tails. The hours were from eight to six, and so for ten hours daily they bent over the work, which included cutting from the stem, steaming, curling, and packing.

Eight thousand children make envelopes at three and a half cents a thousand. They gum, separate and sort. The hours are the same, but the rooms are generally lighter and better ventilated than the feather workers' surroundings. Many more burnish china, for, strange as it may seem, the most delicate ware is entrusted to children of ten or twelve. The burnishing instrument is held close against the breast, and this is a fruitful source of sickness, since the constant pressure brings with it various stomach and other troubles, dyspepsia being the chief.

Paper collars employ a host. The youngest bend over them, for even a child of five can do this. One child of twelve counts and boxes twenty thousand a day, and one who pastes the lining on the button holes does five thousand a day. Over ten thousand children make paper boxes. Even in the making of gold-leaf a good many are employed, though chiefly young girls of fifteen and upwards. It is one of the most exhausting of the trades, as no air can be admitted, and the atmosphere is stifling.

Source Information: As America industrialized in the late 1800s, tens of thousands of children worked long hours in factories, stores, shops and tenement apartments, often in very cramped and unhealthy conditions. Child labor was a key issue for Progressive reformers. Helen Stuart Campbell was a city missionary worker, reformer and author. This document is a passage about child labor from her book *Darkness and Daylight: Or, Lights and Shadows of New York Life*.

Source: Campbell, Helen. *Darkness and Daylight: Or, Lights and Shadows of New York Life*. Hartford, Conn.: Hartford Publishing Company, 1896. Google Books. <http://books.google.com/books?id=psoJAAAIAAJ&printsec=frontcover#v=onepage&q&f=false>.

Assessment Questions

1. "Text structure" refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:

- Cause and Its Effects: A pattern showing what factors caused an effect or set of effects.
- Time Order/Chronology: A narrative structure describing how a group of events unfolds over time.
- Description/Events: A topic presented as a series of events, examples, or variations on a theme.

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.

2. Why do you think the author felt this text structure best suited her aim in writing about child labor as she has here?

Progressivism and the Age of Reform: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Written Primary Source

NEWSPAPER HEADLINE

***"IMMIGRANTS LIKE HORDES THAT OVERTHREW OLD ROME" —Secretary Root
Head of State Department Points Out That Present Day Flood Comes From Same Countries—
Japanese Here to Loot and Then Depart***

The Secretary of State went over the whole immigration question and in the course of his remarks likened the aliens now pouring into the United States—Bohemians, Rumanians, Poles etc.—"to the invasion of barbarians into the Roman empire."

"The same peoples, I mean people from the same countries that sent barbarians to Rome—Croatians, Slavoks, Rumanians, Poles, Ruthenians, and uncultured south Italians are overrunning the United States now. As in the olden days they bring their wives and children, settle down in our midst, pushing and crowding us, and begin life anew as if they were in a conquered country.

"Americans did not object when those East Europeans came in small bunches. While few in number, they were obliged to educate up to the country's average state of civilization. They were assimilated because they were constantly dealing with Americans, having no countrymen of their own to fall back on. But now they come in regiments and army corps, and follow each other so closely that their assimilation becomes impossible. A look into the East Side in New York or in Chicago's Polish quarters will explain."

Source Information: In the early 1900s, millions of immigrants from Southern and Eastern Europe were pouring into America's cities, factories, and fields. One point of view about this flood of immigration is expressed here by Elihu Root. Root was Theodore Roosevelt's Secretary of State from 1905 to 1909. These excerpts are adapted from a 1908 newspaper interview with Root.

Source: *The Washington Times*. "Immigrants Like Hordes That Overthrew Rome." March 15, 1908. From Library of Congress, *Chronicling America*. Accessed August 29, 2013. <http://chroniclingamerica.loc.gov/lccn/sn84026749/1908-03-15/ed-1/seq-6/>.

Document 2: A Written Primary Source

Education was free. My father had written about that subject repeatedly. It was his chief hope for us children, the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty. It was the one thing that he was able to promise us when he sent for us. It was surer, safer than bread or shelter.

We had to visit the stores and be dressed from head to foot in American clothing. We had to learn the mysteries of the iron stove, the washboard, and the speaking-tube. We had to learn to trade with the fruit peddler through the window. And we had to learn not be afraid of the policeman. Above all, we had to learn English.

The kind people who assisted us in these important matters form a group by themselves in the gallery of my friends. If I had never seen them from those early days till now, I would still remember them with gratitude. When I name the long list of my American teachers, I must begin with those who came to us on Wall Street and taught us our first steps. To my mother, confused by the cookstove, the woman who showed her how to make the fire was an angel of deliverance. She was a fairy godmother to us children. She led us to a wonderful country called "uptown," to a dazzlingly beautiful palace called a "department store." There, we exchanged our hateful homemade European costumes, which pointed us out as "greenhorns" to the children on the street, for real American machine-made garments, and issued forth glorified in each other's eyes.

Source Information: Mary Antin was a Russian Jewish teenager when she and her family came to America in 1894. In her autobiography, published in 1912, she describes her childhood in Russia, her family's journey to America, and her new life in this land. The passage below is adapted from a part of that autobiography, *The Promised Land*.

Source: Antin, Mary. *The Promised Land*. Boston, Mass. & New York, N.Y.: Houghton Mifflin Company, 1912. Celebration of Women Writers. <http://digital.library.upenn.edu/women/antin/land/land.html>.

Assessment Questions

1. In Document 1, Elihu Root focuses mainly on immigrants. In Document 2, Mary Antin focuses on the way native-born Americans treated one immigrant family. Compare and contrast these two documents as to what they say or imply about immigrants and about America's reactions to those immigrants.

2. How does each document use language to express and make vivid its point of view? Underline or highlight two or three phrases from each document as examples and explain why you chose them.

Progressivism and the Age of Reform: Assessment 7

Directions: This exercise asks you to study three primary source documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Written Primary Source

The Standard produces only one fiftieth or sixtieth of our petroleum, but dictates the price of all, and refines nine tenths. Circulars are issued at intervals by which the price of oil is fixed for all the cities of the country, except New York, where a little competition survives... This corporation has driven into bankruptcy, or out of business, or into union with itself, all the petroleum refineries of the country except five in New York, and a few of little consequence in Western Pennsylvania... Their great business capacity would have insured the managers of the Standard success, but the means by which they achieved monopoly was by conspiracy with the railroads... After the Standard had used the rebate to crush out the other refiners, who were its competitors in the purchase of petroleum at the wells, it became the only buyer, and dictated the price. It began by paying more than cost for crude oil, and selling refined oil for less than cost. It has ended by making us pay what it pleases for kerosene, and compelling the owner of the well to take what he can get for his product.

Source Information: Henry Damarest Lloyd was a Progressive reformer and journalist who was critical of the power of the large corporations emerging in the late 1800s. In particular, he attacked John D. Rockefeller's Standard Oil Company, accusing it of gaining monopoly power through unfair practices. He especially objected to the rebates Rockefeller got from railroads. These were payments by railroads back to Standard Oil to help it keep its railroad transportation costs lower than those of its competitors. In this document, Lloyd focuses on the rebate issue. This excerpt is adapted from a much longer article, "Story of a Great Monopoly," which appeared in the *Atlantic Monthly*, March, 1881.

Source: Lloyd, Henry Damarest. "Story of a Great Monopoly." *The Atlantic Monthly*. March 1, 1881. Accessed August 29, 2013. <http://www.theatlantic.com/magazine/archive/1881/03/the-story-of-a-great-monopoly/306019/>.

Student Handout

Document 2: A Written Primary Source

Of all the subjects which seem to have attracted the attention of the public to the affairs of the Standard Oil Company, the matter of rebates from railroads has perhaps been uppermost. The Standard Oil Company of Ohio, of which I was president, did receive rebates from the railroads prior to 1880, but received no advantages for which it did not give full compensation... The Standard gave advantages to the railroads for the purpose of reducing the cost of transportation of freight. It offered freights in large quantity, car-loads and train-loads. It furnished loading facilities and discharging facilities at great cost. It provided regular traffic, so that a railroad could conduct its transportation to the best advantage and use its equipment to the full extent of its hauling capacity without waiting for the refiner's convenience. It exempted railroads from liability for fire and carried its own insurance. It provided at its own expense terminal facilities which permitted economies in handling. For these services it obtained contracts for special allowances on freights.

Source Information: In this document, Rockefeller himself offers his explanation for the rebates his company received. These excerpts are adapted from John D. Rockefeller's *Random Reminiscences of Men and Events*.

Source: Rockefeller, John D. *Random Reminiscences of Men and Events*. New York, N.Y.: Doubleday, Page & Company, 1909. Quoted in "On the Standard Oil Company," *National Humanities Center*, accessed September 16, 2013, <http://nationalhumanitiescenter.org/pds/gilded/power/text2/standardoil.pdf>.

Document 3: A Primary Source

Price of Gallon of Kerosene		Consumer Price Index*	
1872	22.0¢	1870	100
1880	9.3¢	1880	76
1885	8.1¢	1885	71
1890	7.4¢	1890	71
1897	5.9¢	1895	66

*This chart shows the overall average prices for several years in the form of an "index." A price index of this sort sets a given year's overall price level at 100 and then lists the price level for other years as percentages of 100. A figure over 100, that is, shows a rise in prices. A figure under 100 shows a fall in prices.

Source Information: A key criticism of monopolies is that they use their power to keep prices artificially high. By the 1880s, Standard Oil did control about 90 percent of the world's refined oil production (mainly kerosene). These charts offer evidence as to whether or not Standard Oil did ever use monopoly power to raise prices excessively. The left chart is based on figures in Ida Tarbell's famous book, *The History of the Standard Oil Company* (1904), pp. 384–385. The second chart is from *Historical Statistics* (Washington, D.C.: Government Printing Office, 1975).

Sources: Tarbell, Ida. *The History of the Standard Oil Company*. New York, N.Y.: McClure, Phillips & Co., 1904. Quoted in Jon Burack, *Rockefeller: Monster Monopolist or Marketplace Hero? Debating the Documents*. Culver City, C.A.: MindSparks, 2006.

Historical Statistics of the United States: Colonial Times to 1970. Bicentennial edition. Washington: U.S. Dept. of Commerce, Bureau of the Census, 1975. Quoted in Jon Burack, *Rockefeller: Monster Monopolist or Marketplace Hero? Debating the Documents*. Culver City, C.A.: MindSparks, 2006.

Document 4: A Visual Primary Source



Source Information: The title of this cartoon is “Next!” It shows a “Standard Oil” storage tank as an octopus with many tentacles wrapped around the steel, copper, and shipping industries, as well as a state house, the U.S. Capitol, and one tentacle reaching for the White House. The cartoon is by Udo Keppler. It was published in 1907.

Source: Keppler, Udo. “Next!” Illustration. New York: J. Ottoman Lith. Co., September 7, 1904. From Library of Congress, *Miscellaneous Items in High Demand*. Accessed September 16, 2013. <http://www.loc.gov/pictures/item/2001695241/>.

Assessment Questions

1. “Was Standard Oil’s impact on the nation mainly beneficial or mainly harmful?” In answering this question, choose the two documents you think best support your view. Be sure to explain your choices.

2. Now think about the two documents you did not choose. What else do these add to your understanding of Rockefeller and his oil company?

Progressivism and the Age of Reform: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Written Primary Source Document

Shall the American people continue their march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign, as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind?

Have we no mission to perform no duty to discharge to our fellow man? Has God endowed us with gifts beyond our deserts and marked us as the people of His peculiar favor, merely to rot in our own selfishness?

Shall we be as the man who had one talent and hid it, or as he who had ten talents and used them until they grew to riches? And shall we reap the reward that waits on our discharge of our high duty. Shall we occupy new markets for what our farmers raise, our factories make, our merchants sell—aye, and please God, new markets for what our ships shall carry?

Hawaii is ours. Porto Rico is to be ours. At the prayer of her people, Cuba finally will be ours. In the islands of the East, even to the gates of Asia, coaling stations are to be ours at the very least. The flag of a liberal government is to float over the Philippines.

The Opposition tells us that we ought not to govern a people without their consent. I answer, The rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government. We govern the Indians without their consent, we govern our territories without their consent, we govern our children without their consent. How do they know what our government would be without their consent? Would not the people of the Philippines prefer the just, humane, civilizing government of this Republic to the savage, bloody rule of pillage and extortion from which we have rescued them?

Source Information: Albert Beveridge was a U.S. Senator from Indiana (1899–1911), and, as is evident here, a fervent supporter of American imperialism. He gave a campaign speech on September 16, 1898. At that time, America had just fought the Spanish-American war, giving it temporary control of Cuba, Puerto Rico, Guam and the Philippines. This excerpt from that speech is adapted and shortened from the version in the Modern History Sourcebook.

Source: Beveridge, Albert. "The March of the Flag." *Modern History Sourcebook*. Accessed September 16, 2013. <http://www.fordham.edu/halsall/mod/1898beveridge.asp>.

Student Handout

Assessment Questions

1. Beveridge thinks the U.S. should keep the lands won during the Spanish-American War. He thinks this will be good both for those lands and the U.S. Why? Try to ignore all his colorful and emotional language and just explain his reasoning.
2. Now pay attention to the colorful and emotional language. Does this language add to his reasoning? Or does it merely express his strongly held opinions? Explain your answer.

Progressivism and the Age of Reform: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is a historical primary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Written Primary Source

Sir: On your inauguration as President of the United States, "The Crisis" took the liberty of addressing to you an open letter. The Crisis spoke for ten millions of human beings, American born, American citizens. "The Crisis" said in that letter, among other things:

"The only time when the Negro problem is insoluble is when men insist on settling it wrong by asking absolutely contradictory things. You cannot make 10,000,000 people at one and the same time servile and dignified, docile and self-reliant, servants and independent leaders, segregated and yet part of the industrial organism, disfranchised and citizens of a democracy, ignorant and intelligent. This is impossible."

Sir, you have now been President of the United States for six months and what is the result? It is no exaggeration to say that every enemy of the Negro race is greatly encouraged. Every man who dreams of making the Negro race a group of menials ... is alert and hopeful.

Public segregation of civil servants in the government, necessarily involving personal insult and humiliation, has for the first time in history been made the policy of the United States government.

In the Treasury and Post Office Departments, colored clerks have been herded to themselves as though they were not human beings. We are told that one colored clerk who could not actually be segregated on account of the nature of his work has instead had a cage built around him to separate him from his white companions of many years. Mr. Wilson, do you know these things?

Source Information: In 1912, Woodrow Wilson was elected president as a progressive Democrat. He took office in March 1913. At that time, African American civil rights leader W. E. B. Du Bois wrote an open letter expressing his hopes for what Wilson might do. In September 1913, he wrote a second letter expressing very different emotions about Wilson's record so far. These passages are adapted from that second letter. Both letters were published in *The Crisis*, the publication of the National Association for the Advancement of Colored People (NAACP).

Source: DuBois, W.E.B. "Another Open Letter to Woodrow Wilson." *Teaching American History*. Accessed September 16, 2013. <http://teachingamericanhistory.org/library/document/another-open-letter-to-woodrow-wilson/>.

Student Handout

Document 2: A Secondary Source

During the 1912 presidential campaign, Wilson, a progressive Southern Democrat, had encouraged Negro support with vague promises to be "President of the whole nation" and to provide Negroes with "absolute fair dealing." He specifically promised that he would at least match past Republican appointments of Negroes to patronage jobs. The NAACP endorsed Wilson, and Negro groups worked vigorously for his election.

Hard political, social and racial realities lurked to counter this hopefulness. Despite his campaign promises of racial fairness, Wilson remained a man of the South. He shared the paternalistic if benevolent racism of the men and women of his patrician class. Wilson also needed the support of Southern Democrats with strongly anti-Negro views if his ambitious program of progressive economic reform was to be enacted. This was his over-riding goal. As historian Kendrick Clements wrote, "Wilson's attitude was always that there were more important issues to be pursued than racial justice."

At a Cabinet meeting early in the Administration, Southern members pretended to be concerned about alleged friction between Negro and white government employees. Some departments adopted segregation policy with a vengeance. Postmaster General Albert S. Burleson immediately set out on a program to segregate, downgrade and, in some cases, discharge Negro workers. All of them but one were transferred to the dead letter office. The Negro who remained had the humiliating experience of being surrounded by screens so that white workers would not have to look at him.

Source Information: These excerpts are adapted from a longer secondary source account, "The Federal Government and Negro Workers Under President Woodrow Wilson," by Judson MacLaury, U.S. Department of Labor Historian. Paper Delivered at Annual Meeting, *Society for History in the Federal Government*, Washington, D.C., March 16, 2000. Later in this account, the author describes how the NAACP mounted a campaign against the segregation described here. Wilson met with supporters of this campaign and was "evasive but cordial." By the end of 1913, the spread of segregation in the federal government was mainly halted, but it remained in place in a few departments.

Source: MacLaury, Judson. "The Federal Government and Negro Workers Under President Woodrow Wilson." *United States Department of Labor*. Accessed September 16, 2013. <http://www.dol.gov/oasam/programs/history/shfgpr00.htm>.

Assessment Questions

1. W. E. B. Du Bois changed his hopeful attitude toward Wilson between his first letter in March 1913 and the one excerpted here, in Document 1. According to this excerpt, what led Du Bois to change his mind?
2. Document 2 is a secondary source account of the issues referred to in Document 1. How does it help you better understand why Wilson failed to live up to Du Bois's hopes for him?

Progressivism and the Age of Reform: Writing Assignment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you *do* or *do not* agree with the following statement: “*The Progressive reform movement was only partially successful because neither the reformers nor the public in general understood fully what in American life needed to change and what didn’t.*”

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Progressivism and the Age of Reform* assessments.

Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.