The Progressive Era Webquest

“I belong to a class who have been robbed exploited, and plundered down through many long centuries, and because I belong to that class I have an instinct to go and break the chains.” – Mary “Mother” Jones, Labor Organizer 1830-1930

Background: In the late 1800s and early 1900's, America was plagued by a multitude of societal ills and injustices. From the abuses of the working class and their poor working and living conditions, to the excesses of the wealthy, to the denial of women and minority rights, many people demanded reform. During this time Americans began working to fight corruption in local government, reduce the power of big business and improve society. To bring about change, reformers first had to ignite public outrage. A newer and more investigative journalistic style known as “muckraking” emerged and exposed for the public many of our nation's problems. These “muckrakers” used the press as a weapon to change public opinion. They visited slums and described the horrible conditions that existed there. They also photographed shocking images of slum life. Ultimately, these investigative journalists aided the reform movement greatly by educating Americans to the nation's social and political problems.

After years of effort, American women finally won the right to vote. African Americans and other minorities also took action against discrimination during the Progressive Era. In spite of many setbacks, they laid the groundwork for future progress in civil rights. In today’s world, we see remnants of the Progressive Era in almost every facet of society. For example, women’s rights groups are still in effect, newspapers attempt to uncover political corruption in almost every level of government, and organizations such as MADD and SADD lobby for the enactment of legislation that will limit drunk driving. With this in mind, it is obvious that the Progressive Era has had a lasting impact on American society.

Task: You and your group’s task will be to investigate key issues of the Progressive era by completing the following:

1. Research and define some background information on the Progressive Era itself
2. Each member of your group will research a different aspect of the progressive era and complete the assigned tasks for each topic.
3. As a group you will come together and discuss/ debate the following essential questions. Together you will write a short editorial that answers all of these questions:
   A. Of the many reform movements occurring during the Progressive Era, which reform movement had the most positive, lasting impact on society to this day?
   B. What evidence exists in today’s society to support your opinion?
   C. Who were the key personalities related to this movement.
Phase 1 - Background Information on the Progressive Era – Something for Everyone

In this phase, look at the links below and combine it with our classroom discussion to get a general overview of the period. This is to give you some information on the Progressive Era and to ensure that each of you begins this quest with the same amount of background knowledge. You should answer these questions individually in the spaces provided.


Mainpage:
   A). What were the stated goals of the progressives? (create a list of issues that the progressives sought to address)

   B). How did Progressives seek to expand democracy both domestically and in foreign affairs?

   C). How did the economy in America change during the 1920s?

Automobiles in the Progressive and New Eras
   D). According to Robert and Helen Lynd, what effect did Automobiles have on society?

Cities During the Progressive Era
   E). By 1900 how many Americans were living in cities and what had drawn them there?
Conservation in the Progressive Era
F). How did President Roosevelt attempt to put an end to the ‘tradition of waste’ that America developed in the 19th century?

Prohibition: A Case Study of Progressive Reform
G). Define what the temperance movement was.

Women’s Suffrage in the Progressive Era
H). What were the goals of women’s organizations during the late 1800s and early 1900s?

Phase 2 – Looking at the Movements

Each member of your group should pick one of the following movements (there are 4 in all) and complete the assigned tasks for each movement.

1. The Women's Rights Movement

The struggle for women’s rights goes back many years. Prior to the American Civil War, women began to organize protests, marches, and conventions in an attempt to promote women's rights. At the turn of the century, women made some progress for their cause but many Americans were still unprepared to recognize women as equals.

Use the internet information listed below to complete these tasks specifically related to the Women’s Rights Movement:

1. Use one of the linked websites to examine the issues that women faced in the 20th century (1900s). Find one issue and write a brief summary of it that includes:
   a). an identification of the issue
   b) how women wanted the issue resolved by the government/society
   c). what actions women undertook to become agents of change
2. Create a timeline listing 10 historic events or people related to women’s rights. Be sure to keep each event or person in chronological order. For each item write a brief summary (1-3 sentences) that elaborates on the significance of the event or person.

3. Find a political cartoon to the Women’s Rights Movement. Write a paragraph analysis of the image.

Websites:
- **Women’s Influence** - Explains how women claimed more public and leadership roles for themselves during the Progressive Era.
  http://ehistory.osu.edu/osu/mmh/1912/womens_suffrage/womensinfluence.cfm

- **Suffrage** - An introduction to the issues and arguments for and against suffrage.
  http://ehistory.osu.edu/osu/mmh/1912/womens_suffrage/default.cfm

- **Women's Movement Timeline** - A timeline of key events in the Women's Rights Movement (1848-1994).
  http://www.infoplease.com/spot/womenstimeline1.html

- **Women in the Progressive Era** - Focuses on the contributions of women to the American Progressive Movement and women's suffrage in particular.
  http://www.cr.nps.gov.nr/travel/pwwmh/prog.htm

- **Votes for Women: Suffrage Pictures and Cartoons** - Find political cartoons that focus on the Women's Rights Movement. To use: click on SEARCH by Keyword, type cartoon in the search box and click on SEARCH, click on the title of the cartoon you want to view, click on the cartoon to enlarge it.
  http://memory.loc.gov/ammem/vfhtml/vfwhome.html

- **Woman Suffrage in Political Cartoons** - View political cartoons related to the suffrage movement.
  http://theweek.com/article/index/247790/12-cruel-anti-suffragette-cartoons

  http://www.nwhm.org/online-exhibits/rightsforwomen/cartoons.html

**2. Muckraking: Exposing the Ills of Society**

To bring about change, reformers first had to ignite public anger. A major weapon was the Press. Newspaper reporters visited the slums and described the horrible conditions that existed there. They photographed shocking images of slum life. They wrote novels revealing gruesome details of the meatpacking industry. Muckrakers worked to change public opinion with the hope that the public would force the government to take action against the ills of society.

Use the Internet information linked below to complete these tasks specifically related to Muckrakers:

**Espousing the Ills of Society:**
1. Write down all of the issues that Muckrakers were exposing and the government needed to address in the early 1900s. Also, include any key personalities, “rags” or events related to this. (create a chart)

2. Using the links below as your guide, write a brief paragraph that:
   A). identifies an issue (1 issue) the Muckrakers addressed
   B). Describes how public interest groups currently think the issue should be resolved
   C). Describes how the public interest groups will attempt to bring about change with regard to this issue.

3. Find a political cartoon related to the Muckrakers. Write a paragraph that analyzes this image.

   - **Definition of "Muckraker"**
     http://en.wikipedia.org/wiki/Muckraker

   - **Tenement Life** - History and photographs dealing with the tenement experience.
     http://www.thirteen.org/tenement/eagle.html

   - **Food and Drug Administration** - Read about how the FDA monitors food and drug production today.
     http://www.fda.gov/

   - **Big Business Cartoons** - Find political cartoons related to big business and the muckrakers.

   - **Cartoons and More** - Great Website to see the many issues of the progressive era and the muckrakers.

   - **Child Labor** - Investigative photos of children working in factories, in mines, selling newspapers, and much more from The History Place.

   - **Child Labor Today** - Learn what child labor is, how much the children earn, what they make, and what you can do to help. Includes a section that lets you compare your day to a child laborer.

   - **Poverty in America** - Examine facts about poverty in America today.

   - **ABCNEWS.com : Poverty in America** - Read an article about how poverty still exists in America today.
3. The Fight for Equality

After the end of Reconstruction, African Americans in the South lost their own hard won political rights through Jim Crow laws. These laws led to segregation in schools, on trains, and in other public places. In the 1880s, life became progressively worse for African-Americans. The Depression of 1893 caused many people to lose their jobs. Consequently, in some areas (mainly the South), unemployed whites took their anger out on blacks. In the 1890s, white lynch mobs were responsible for the murders of more than 1,000 blacks.

Use the Internet information linked below to complete these tasks specifically related to the Fight for Equality.

1. Write a 1 to 2 paragraph summary comparing Booker T. Washington’s views on equality to those of W.E.B. Du Bois.

2. Using the NAACP timeline, create a timeline of major events and people over the last 100 years that were instrumental to the Civil Rights Movement.

3. Find a political cartoon related to the Fight for Equality. Write a paragraph analysis of this image.

- **Monopoly Busting- from the past to the present** - Read about America's history of monopoly busting- with information on current monopolies.

- **Microsoft Ruled a Monopoly** - Read about how a federal judge declared Microsoft a monopoly

- **National Civil Rights Museum** - The 'INTERACTIVE TOUR' highlights the Civil Rights Movement from its beginning until the present, with information on Booker T. Washington and W.E.B. Du Bois.
  - [http://www.tnhistoryforkids.org/places/civil_rights_museum](http://www.tnhistoryforkids.org/places/civil_rights_museum)

  - [http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html](http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html)

- **The African American Experience in Ohio- political cartoons** - Access political cartoons by clicking on this link. Find 'SEARCH for KEYWORD' and click on this. In the search box type in 'political cartoons,’ click SEARCH and then browse the collection offered.
  - [http://memory.loc.gov/ammem/award97/ohshtml/aaehome.html](http://memory.loc.gov/ammem/award97/ohshtml/aaehome.html)

- **NAACP Timeline** - A timeline tracking the NAACP’s role in the fight for equality. Note: The NAACP is also a product of the progressive movement.
  - [http://www.naacp.org/past_future/naacptimeline.shtml#timeline](http://www.naacp.org/past_future/naacptimeline.shtml#timeline)
4. Prohibition: The Temperance Movement
The Temperance Movement was formed in opposition to the consumption of alcoholic beverages. It began in the early 1800s. By the end of that century, the Temperance Movement was gaining strength. Women, in particular, recognized alcohol as a threat to their families. Drinking was a frequent cause of violence and added to economic hardships within the home. As our nation grew in population and cities swelled with impoverished people, alcohol surfaced as the root of society’s evils. Before long, political leaders would be pressured to debate the prohibition of alcohol in the country.

Use the internet information linked below to complete these tasks specifically related to Prohibition – the Temperance movement:

1. Which people and events were instrumental to the enactment of prohibition? Explain why this was such an important issue to people involved. Write a 1-2 paragraph summary outlining these aspects of the movement.

2. Create a timeline for the Temperance Movement.

3. Find and print up a political cartoon related to Prohibition and the Temperance Movement. Write a paragraph analysis of this image.

- **Anti-Saloon League 1893-1933 (Use for Task 1)** - A digital archive of the Anti-Saloon League, which formed in favor of Prohibition.
  - [http://www.wpl.lib.oh.us/AntiSaloon](http://www.wpl.lib.oh.us/AntiSaloon)

- **Why Prohibition? (Use for Tasks 2 and 3)** - Explains how Prohibition came about and includes a table of data about alcohol consumption in the years 1850-1983.
  - [http://prohibition.osu.edu/why-prohibition](http://prohibition.osu.edu/why-prohibition)

- **Prohibition: A Case Study of Progressive Reform (Use for Tasks 1 and 2)** - Read more information about Prohibition.

- **Temperance Movement Political Cartoons (Use for Task 3)** - Look at political cartoons from the Temperance Movement.
  - [http://loc.harpweek.com/LCPoliticalCartoons/IndexTopicsSearchList.asp?IndexText=Temperance+movement](http://loc.harpweek.com/LCPoliticalCartoons/IndexTopicsSearchList.asp?IndexText=Temperance+movement)
Phase 3: Debating, Discussing and Reaching Consensus

As a group, you should discuss and debate our essential question:
'Of the many reform movements occurring during the Progressive Era, which type of reform movement had the most positive, lasting impact on society to this day?'

and

'What evidence exists in today's society to support your opinion?'

Each of you will bring a certain viewpoint to the answer: some of you will agree and others disagree. Use information gathered from your completed tasks to convince your teammates that your viewpoint is important and should be part of your team's answer to the Question. Your WebQuest team should come to a conclusion that everyone on the team can live with.

On a separate sheet of paper and as a group you will write a short editorial that answers all of these questions:

A. Of the many reform movements occurring during the Progressive Era, which reform movement had the most positive, lasting impact on society to this day?
B. What evidence exists in today's society to support your opinion?
C. Who were the key personalities related to this movement.