

AMERICAN REFORM, Part I

Grade level: Sixth grade

Presented by: Barbara R. Wheeler, St. John's Lutheran School, Bakersfield, CA

Length of unit: 26 lessons

I. ABSTRACT

This unit provides sixth graders with an overview of American reform in the late 1800's and early 1900's. It includes major ideas and the important people, literature and art from that time period.

II. OVERVIEW

A. Concept objectives

1. Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.

B. Core Knowledge content

1. Populism
 - a. Discontent and unrest among farmers
 - b. The gold standard vs. free silver
 - c. William Jennings Bryan
2. The Progressive Era
 - a. "Muckraking"
 - b. Ida Tarbell and the Standard Oil Company
 - c. Upton Sinclair: *The Jungle* and the meat packing industry
 - d. Jane Addams and settlement houses
 - e. Jacob Riis, *How the Other Half Lives*
 - f. President Theodore Roosevelt and conservation and trustbusting
3. Reform for African-Americans
 - a. Ida B. Wells: campaign against lynching
 - b. Booker T. Washington: Tuskegee Institute; Atlanta Exposition Address, "Cast down your bucket where you are"
 - c. W. E. B. Du Bois: founding of the NAACP; *The Souls of Black Folk*
4. Women's Suffrage
 - a. Susan B. Anthony
 - b. Nineteenth Amendment (1920)
5. The Socialist critique of America
 - a. Eugene V. Debs

C. Skills to be taught

1. Reading for understanding
2. Using a graphic organizer
3. Note-taking during lecture
4. Read for comprehension
5. Answer comprehension questions in writing
6. Character identification
7. Predicting
8. Create a political cartoon
9. Application of knowledge from previous lesson to make conjectures in a later lesson
10. Fill in an outline during a lecture
11. Analyze photography
12. Draw a "photo"
13. Perform a play
14. Discuss concepts related to lesson

15. Critique a political cartoon
16. Write a response to the lesson in the form of a letter
17. Create a poster for women's suffrage
18. Make a time-line

III. BACKGROUND KNOWLEDGE

A: For Teachers:

1. The reform period was a time in America's history when citizens began calling for reforms various arenas from social to political to women's rights to the rights of African Americans and the like. For further background information read *A HISTORY OF US, An Age of Extremes*, Joy Hakim, Oxford University Press, New York, 1999 and *A HISTORY OF US, Reconstruction and Reform*, Joy Hakim, Oxford University Press, New York, 1999.

B. For Students:

1. In Kindergarten the students were introduced to Theodore Roosevelt.
2. In the first, second and fifth grades the students were introduced to slavery
3. In the second grade the students were introduced to immigrant settlements in major cities.
4. In the second grade the students were introduced to Susan B. Anthony and her fight for women's suffrage.
5. In the fifth grade the students were introduced to abolitionists.
6. In the fifth grade the students were introduced to Dorothea Dix and the treatment of the insane.
7. In the fifth grade the students were introduced to Horace Mann and public schools.
8. In the fifth grade the students were introduced to the concept of women's rights and Elizabeth Cady, Lucretia Mott and Sojourner Truth.
9. In the fifth grade the students were introduced to abolitionist such as William Garrison and Frderick Douglass.
10. In the fifth grade the students were introduced to Stowe's Uncle Tom's Cabin.

IV. RESOURCES

- A. *A History of Us, An Age of Extremes*, Joy Hakim, Oxford University Press, New York, 1999
- B. *A History of Us, Reconstruction and Reform*, Joy Hakim, Oxford University Press, New York, 1999
- C. *Progressives, Populists and Reform in America, 1890-1917* (video), Guidance Associates, The Center for Humanities, Inc., New York, 1976
- D. *Realms of Gold*, edited by Michael J. Marshall, The Core Knowledge Foundation, Canada, 2000
- E. *School and Society*, Steven E. Tozer, et Al. McGraw-Hill, Boston, 1998

V. LESSONS

Lesson One: An Overview of Reform

A *Daily Objectives:*

1. Concept objective- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson content-an overview of the areas of reform in the United States.
3. Skill objective-students will be able to read for understanding and use a graphic organizer to organize key information.

B. *Materials:*

1. Student pages 1-4

C. *Key Vocabulary:*

1. reformist-a person who works toward social change

2. board of Education-governing body of a school
 3. temperance-the prohibition of the sale and consumption of alcohol
 4. prohibition-see temperance
 5. abolition-the movement to end slavery in the United States
- D. *Procedure:*
1. Explain to the students that in this unit, they will be looking at the United States in a period of great change. Change will occur on all levels of society ranging from social reform to political reform.
 2. Have them turn to page one in their student pages. Ask them to read the information and fill in their graphic organizer on page three of the student pages.
- E. *Assessment/Evaluation:*
1. With a transparency made from the included graphic organizer, have the students help you fill it in with information from their own graphic organizers. Be sure to get information from as many students in the class as possible for individual accountability.
 2. Have students turn in their individual graphic organizers for teacher review.

Lesson Two: Harriet Beecher Stowe's *Uncle Tom's Cabin*

- A. *Daily Objectives:*
1. Concept objective- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-biographical information about Stowe and excerpts from Uncle Tom's Cabin.
 3. Skill objective-students will be able to take notes during a small lecture and read for comprehension,
answering comprehension questions after the reading.
- B. *Materials:*
1. Student pages 5-10
- C. *Key Vocabulary:*
1. abolitionist-person working toward ending slavery
 2. Fugitive Slave Act-act that made the return of runaway slaves mandatory
 3. serially-in series, like episodes in a television program
 4. temperance-the prohibition of the sale and consumption of alcohol
 5. suffrage-women's right to vote
 6. fetters-a shackle or chain for the feet
 7. Mas'r-master
 8. gay-happy
 9. agitation-emotional disturbance or excitement
 10. tranquil-peaceful
 11. Union-the north in the Civil War
 12. consolation-being consoled or comforted
 13. anguish-great suffering as from worry, grief or pain
 14. palsied-paralyzed
 15. prostrate-to lay flat
- D. *Procedure:*
- 1 Ask the student's what they know about slavery. Discuss their knowledge for awhile. Then set up the following scenario:
 "What if I said that all the blond-haired people in the room had to sit at the back of the room and serve those with brown hair?" Allow time for responses. "What if I also said that the blond-haired people had to do the homework for the brown hair people?" Again, allow time for responses. "What if the blond hair people had to be at the end

of the lunch line regardless of who arrived there first?" Again, allow time for responses.

2. Then discuss the fact that this scenario would of course be extremely unfair but that was what it was like for the slaves in the United States. Note that slaves were considered to be property, not people.
3. Tell the students that those people who were against slavery and tried to end it were referred to as abolitionists.
4. Tell them that in this lesson they will learn about one person who never considered herself to be an abolitionist, but wrote a very powerful book entitled *Uncle Tom's Cabin* that put slavery into a whole different light for thousands of people.
5. Have the students take out a piece of paper and take notes during the following mini-lecture.
6. Harriet Beecher Stowe's *Uncle Tom's Cabin*
Harriet Beecher was born in Connecticut on June 14, 1811. Her father, Lyman Beecher, was a Calvinist minister of the Congregational Church. Her two brothers Edward and Henry also became ministers. When Harriet's father moved his family to Cincinnati to become head of the Lane Theological Seminary was Harriet's first experience with slavery and abolition. In 1836 Harriet Beecher married Calvin Stowe. In 1850 they moved to Maine so that Mr. Stowe could teach at Bowdoin College. While in Maine, Harriet wrote *Uncle Tom's Cabin* in response to the passage of the Fugitive Slave Act, which required all state governments to help in the returning of runaway slaves. Initially, Harriet published her book serially in an abolitionist newspaper. When the book was finally published it sold 300,000 copies its first year. The book was also translated into 37 languages. Stowe continued to be outspoken about social issues such as temperance, women's suffrage (the right to vote) and slavery until her death in 1896 in Hartford, Connecticut.
7. Stowe's book *Uncle Tom's Cabin* was a part of a series of events that spurred the movement to end slavery. Her book greatly influenced the public's opinion of slavery and related issues. When Abraham Lincoln met Stowe he referred to her as "the little woman that wrote the book that made this great war (civil war)."
8. Tell the students that page 6 in their student pages is an excerpt from Stowe's book. At this point in the story, Tom has been sold to a slave trader named Haley, in order to resolve his master's dire financial situation. On the boat ride to the southern states, Tom is witness to the following events. Have the students turn to lesson two in their student pages and begin reading. Tell them to answer the questions at the end of the reading.

E. *Assessment/Evaluation:*

1. Call upon students at random to answer report their answers to the questions at the end of the reading. Discuss as necessary. Collect the papers for grading.

Lesson Three: Populism

A. *Daily Objectives:*

1. Concept objective-Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson content-an overview of Populism, its issues and significant individuals.
3. Skill objective-students will be able to read for information and answer in writing questions related to the reading.

B. *Materials:*

1. Student pages 11-13

- C. *Key Vocabulary:*
1. economy-the management of the income, expenditures, etc. of a business, community or government
 2. society-all people regarded as constituting a community of related, interdependent individuals
 3. politics-engaging in political campaigning
 4. populism-a political party made up of farmers and laborers
 5. agrarian-related to farming
 6. People's Party-see populism
 7. unlimited coinage-the unrestricted production of money
 8. populists-people belonging to the Populist Party
 9. sympathetic-in agreement with one's tastes, moods, feelings, disposition
 10. hostile-mean
 11. suffrage-women's right to vote
 12. prohibition-the prohibition of the sale and consumption of alcohol
- D. *Procedure:*
1. Have the students look at their graphic organizers from lesson one and tell you the different areas of reform and type of reform that was being called for.
 2. After a brief discussion, tell the students that in this lesson they will learn about reform in the political arena. Have the students turn to page 11 in their student pages and begin reading. Have them answer the questions that follow.
- E. *Assessment/Evaluation:*
1. After the students are done answering the questions, ask individuals to report back their answers. Discuss as necessary. Then collect the papers for grading purposes.

Lesson Four: Bryan Run's for President

- A. *Daily Objectives:*
1. Concept objective- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-Bryan's campaign speech for bimetallism.
 3. Skill objective-students will be able to read for understanding and answer related questions.
- B. *Materials:*
1. Student pages 14-16
- C. *Key Vocabulary:*
1. paramount-most important
 2. gold standard-making of only gold currency
 3. bimetallism-the making of gold and silver currency
 4. advocate-a person who pleads another's cause
 5. investments-anything in which money is or may be invested
 6. idle-lazy
 7. sympathies-feelings of approval or agreement with an idea, cause, etc.
 8. proposition-a proposed deal, as in business
 9. slander-the utterance in the presence of another person of a false statements damaging to a third person's character or reputation
 10. commercial-of or connected with commerce or trade
- D. *Procedure:*
1. Ask the students to volunteer what they learned about Bryan from the previous lesson.
 2. After a brief discussion, inform the students that at the Democratic National Convention in Chicago in 1896, William Bryan Jennings gave a speech in favor of bimetallism.

3. Ask the students if they could remember what bimetalism was. If no one can give you an answer, explain that it was the coinage of gold and silver to introduce more money into circulation.
 4. Have the students turn to page 14 in their student pages and begin reading the following excerpts from his speech and answer the following questions that follow.
- E. *Assessment/Evaluation:*
1. After the students are done answering the questions, go over the answers as a class.
 2. Collect the student pages for grading purposes.

Lesson Five: The Wonderful Wizard of Oz

- A. *Daily Objectives:*
1. Concept Objective-Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-information about the author of The Wonderful Wizard of Oz, the nature of the book and an excerpt from the book.
 3. Skill Objective-students will be able to identify who specific characters represent and make predictions about who other characters represent.
- B. *Materials:*
1. Student pages 17-19
 2. Movie of the Wizard of Oz
- C. *Key Vocabulary:*
1. novel-book
 2. journalist-person who writes articles for newspapers or magazines
 3. political satire-a literary work in which vices, follies, stupidities, abuses, etc. are held up to ridicule and contempt the government
 4. allegory-a story in which people, things and happenings have a hidden or symbolic meaning
 5. bimetalism-the making of gold and silver currency
- D. *Procedure:*
1. Ask the student who has seen the movie the Wonderful Wizard of Oz. Have students summarize the movie. Then ask the students why they think that movie was written.
 2. After some discussion as to the possible reasons, explain that the author of this book actual wrote a political satyr, or a book that symbolized a current political situation.
 3. Tell the student that in this lesson, they will learn more about the author and his book. Have them turn to page 17 in the student pages and begin reading.
 4. Tell them to match the characters in the story with the political figures that appear after the reading and also answer the questions
- E. *Assessment/Evaluation:*
1. After the students are done answering the questions at the end of the reading, go over them as a class. Discuss as necessary. The Scarecrow was the American Farmer, the Tin Man was the factory worker and the cowardly Lion was Bryan. Collect the student pages for grading purposes.
- F. *Culminating activity*
1. As a culminating activity you may want the class to view the movie of The Wonderful Wizard of Oz

Lesson Six: Progressive Era and the Muckrakers

- A. *Daily Objectives:*
1. Concept objective- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-an introduction to muckraking and its purpose during the progressive era.

3. Skills objective-the students will be able to read for information and understanding and write answers to questions relating to the reading.
- B. *Materials:*
1. Student pages 20- 21
- C. *Key Vocabulary:*
1. corruption-bribery or similar dishonest dealings
 2. poverty-economically deprived, poor
 3. rampant-widespread
 4. progressive-characterized by progress or improvement as through political and social reform
 5. muckrakers-journalist who wrote and published unpleasant information about big business
 6. motive-the reason behind someone's actions
 7. method-how a particular result is accomplished
 8. monopoly-control of a commodity or service that eliminates free competition
 9. industrial-having to do with industry and manufacturing
- D. *Procedure:*
1. Ask the students the following question: "How did the citizens of the United States know what needed reforming?" Allow time for discussion. Hopefully, in the discussion the students may indicate that someone had to bring corruption to the attention of the public. Be sure to point this out if the students have not arrived at this theory.
 2. Then pose the following question: "Who would be people likely to expose corruption to the public?" Again, the student should come up with journalists or at least people that report news.
 3. Tell the student that in this lesson and following, they will be learning about the Progressive Era, where even more reforms were being called for, and the people who brought corruption to the public.
 4. Have the students turn to page 20 in their student pages and begin reading. Have them answer the questions that follow.
- E. *Assessment/Evaluation:*
1. After the students have completed answering the questions, go over them as a class, discussing as necessary. Collect student work for grading purposes.

Lesson Seven: Roosevelt on Muckraking

- A. *Daily Objectives*
1. Concept objective- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-Roosevelt's speech addressing muckraking
 3. Skill objective-students will be able to read for comprehension and answer in writing the questions that follow the reading.
- B. *Materials:*
1. Student pages 22-24
- C. *Key Vocabulary:*
1. leers-looks of malicious triumph
 2. cleavage-splitting or dividing
 3. ardor-eagerness, enthusiasm, zeal
 4. assail-attack
 5. sobriety-seriousness
 6. righteousness-actions that are morally just
 7. sensationalism-the use of strong emotional subject matter that is intended to shock people
 8. hue-general appearance, aspect
 9. endeavor-to try to accomplish something

10. worthy-having enough worth or merit
 11. resolution-the act or process of resolving something
 12. severity-strictness, harshness
 13. relentless-without stopping
 14. sternest-most hard, severe, unyielding, strict
 15. grave-requiring serious thought, important, weighty
 16. potent-having authority or power, mighty, influential
 17. feat-a daring act or accomplishment
 18. debasing-making lower in value, quality, character, dignity, etc.
 19. aught-anything, whatever
 20. lofty-very high, elevated, noble, sublime, haughty, arrogant
 21. vile-wicked
 22. muck rake-tool for cleaning out stables
 23. celestial-of the sky, universe, heavens
 24. carnal-material or worldly
- D. *Procedure:*
1. Ask the students to share what they thought was Roosevelt's disagreement with the journalists he referred to as "Muckrakers" in the previous lesson. Allow time for discussion.
 2. Inform the students that the next reading is an excerpt from Roosevelt's famous speech where he addressed the issue of muckraking. Have the students turn to page 22 in the student pages and have them begin reading. Instruct them to answer the questions at the end of the reading.
- E. *Assessment:*
1. After the students have finished answering the questions, go over the answers as a class. Discuss as necessary. Collect student pages for grading purposes.

Lesson Eight: Ida Tarbell

- A. *Daily Objectives:*
1. Concept objectives- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-biographical information about Ida Tarbell and an excerpt from her book *History of the Standard Oil Company*.
 3. Skill objective-students will be able to read for comprehension, write answers to questions related to the reading and create a relative political cartoon.
- B. *Materials:*
1. Student pages 25-29
 2. Paper
 3. Pencils
 4. Color pencils
- C. *Key Vocabulary:*
1. journalist-person who writes articles for a newspaper or magazine
 2. trust-monopoly
 3. advantage-a more favorable position
 4. competitors-rival businesses
- D. *Procedure:*
1. Ask the students to recall what a muckraker was from the previous lesson.
 2. Then ask the students to recall some of the muckrakers that were mention in the previous lesson.
 3. After, tell the students that they will be learning about a particular muckraker by the name of Ida Tarbell. Have the students turn to page 25 in their student pages and begin reading.

4. Have them answer the questions that follow the reading.
- E. *Assessment/Evaluation:*
1. Once the students have completed the questions go over them as a class.
 2. Discuss as necessary. Collect all student work for grading purposes. Put political cartoons on display.

Lesson Nine: Upton Sinclair and the Jungle

A. *Daily Objectives:*

1. Concept objective-- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson content-biographical information about Upton Sinclair and an excerpt from his book *The Jungle*.
3. Skills objective-students will be able to make predictions about the conditions of the meatpacking industry, read to comprehend and answer in writing relating questions.

B. *Materials:*

1. Student pages 30-32

C. *Key Vocabulary:*

1. stockyards-places where livestock await butchering
2. livestock-animals such as cows, cattle
3. slaughter-to kill
4. butcher-to kill and prepare for human consumption
5. distribute-to divide and give out in shares
6. sanitation-cleanliness
7. strike-to refuse to continue working until certain demands are met
8. corruption-bribery or similar dishonest dealings
9. trust-monopoly
10. product-an item produced that is to be sold to the public
11. dosed-extent of some treatment to be given at one time or at stated intervals
12. swindles-tricking or cheating others
13. pickle-preserve
14. borax-a type of salt used for making soap and antiseptics
15. glycerin-syrupy liquid food preservative
16. consumption-to eat
17. dung-feces
18. nuisances-annoyances
19. preserve-to keep something from rotting or spoiling

D. *Procedure:*

1. Have the Students look at the photo on page 30 of the student pages. Explain that that is a photo of the Chicago stockyards in the early 1900's. Explain that stockyards are where livestock was taken to wait for slaughtering, butchering, packaging and distributing. Engage the students in a discussion about their guess at the working conditions and the sanitation at the stockyards. Be sure they give reasons, based on the picture as to why they hold their particular opinion.
2. Tell the students that today they will be reading about a famous muckraker, Upton Sinclair, who raked muck against the Chicago stockyards. Some of the meat packing companies went by the name of Armour, as in Armour hot dogs, and Swift.
3. Have them turn to page 30 of the student pages and begin reading. Remind them to answer the questions at the end. You also may want to caution the students as the graphic nature of the excerpt.

E. *Assessment/Evaluation:*

1. The students should have been able to predict in the very least that due to the overcrowded appearance of the stockyards in the photo that the conditions would be poor in the meatpacking industry. After the students are done answering the questions discuss them as a class. Collect student pages for teacher evaluation.

Lesson Ten: Jane Addams

A. *Daily Objectives:*

1. Concept objectives- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson content-article about Jane Addams.
3. Skill objectives-the students should be able to read for information and answer in writing related questions.

B. *Materials:*

1. Student pages 33-35

C. *Key Vocabulary:*

1. burgeoning-to grow or develop rapidly
2. immigrant-foreigner from another country come to live in the United States
3. unsanitary-unclean
4. minorities-groups of people who are not of the majority, Blacks, Asians, etc.
5. NAACP-National Association for the Advancement of Colored People
6. ACLU-American Civil Liberties Union
7. Nobel Peace Prize-international prize given by the Nobel Foundation for
8. distinction in promoting peace
9. congenital-existing as such at birth
10. tolerance-freedom from bigotry or prejudice
11. philanthropy-a desire to help mankind
12. valedictorian-the highest scholastic ranking student
13. decayed-rotted
14. citizenship preparation classes-classes preparing immigrants for naturalized citizenship
15. labor union-an organization designed to protect and ensure the rights of laborers

D. *Procedure:*

1. Ask the students what they think makes people stand up for certain things.
2. Ask them what makes people care. Allow time for a brief discussion.
3. Explain to the students that in today's lesson they will be learning about a woman by the name of Jane Addams, who did care. One of her major areas of concern was for the poor and destitute.
4. Have the students turn to Lesson 10 in the Student pages and begin reading.

E. *Assessment/Evaluation:*

1. After the students finish answering the questions, go over them as a class. Discuss as necessary. Collect student work for grading purposes.

Lesson Eleven: Jane Addams and Women's Suffrage

A. *Daily Objectives:*

1. Concept objective- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson Content-pamphlet "Why Women Should Vote" by Jane Addams
3. Skills objective-students will be able to read for comprehension and answer in writing related questions.

B. *Materials:*

1. Student pages 36-42

C. *Key Vocabulary:*

1. advocate-a person who promotes another person's cause
2. suffrage-a woman's right to vote
3. paramount-most important
4. discharge-release
5. preserve-to protect or keep from rotting
6. tenement-a dwelling house
7. obligations-moral responsibilities
8. sanitary-clean
9. unbounded-not restricted
10. contagion-something that is contagious, like germs
11. avocations-one's regular work
13. hygienic-personal cleanliness
14. municipal-having to do with a city's local government
15. conviction-a strong belief
17. self-government-the ability for a person or a city to govern itself

D. *Procedure:*

1. Ask the students to recall the reformer that they learned about the previous lesson.
2. Also ask what exactly she wanted reformed.
3. Also ask what they thought made her care about helping the poor. Allow time for discussion.
4. Explain to the students that Addams was not only an advocate for the poor, she was also a great supporter of women's suffrage.
5. Ask the students what women's suffrage is. Hopefully they will be able to come up with women's right to vote. If not, be sure to explain that it wasn't until the passage of the nineteenth amendment in 1920 that women had the right to vote.
6. Tell the student's that they will be reading excerpts from a piece of literature written by Addams in support of women's voting. Have the students turn to page 36 in their student pages and begin reading.

E. *Assessment/Evaluation:*

1. After the students have finished answering the questions go over the answers as a class, discussing as necessary. Collect student work for grading purposes.

Lesson Twelve: Epidemics

A. *Daily Objectives:*

1. Concept objective- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson content-an article about a New York flu epidemic in the early 1900's.
3. Skills objective-students will be able to read information about one event (the flu epidemic) and apply it to another event (the spread of diseases in the tenements).

B. *Materials:*

1. Student pages 43 and 44.

C. *Key Vocabulary:*

1. obituary-information about a person's death published in the newspaper
2. influenza-the flu
3. pandemic-epidemic
4. sputum-saliva mixed with mucus from the respiratory tract, ejected from the mouth

D. *Procedure:*

1. Ask the students if they know what an epidemic is. Hopefully they will respond by saying that it is an outbreak of disease that is sudden and devastating. Have the students give examples of epidemics. Also have them hypothesize about what causes epidemics.

2. Ask the students what Addams had to say in her pamphlet about the spread of disease from the tenements. If they don't remember, remind them that the clothes that were made in the tenement sweat shops carried diseases and when those clothes were sent to other areas, the disease went with them, infecting that area.
 3. Turn the students' attention to page 43 in their student pages. Have them read the article about the flu epidemic in New York.
 4. When they are finished discuss the relationship that may have existed between the influenza epidemic and the conditions of the tenement.
- E. *Assessment/Evaluation:*
1. Allow time for discussion. You are trying to get the students to see a relationship between over crowding and the spread of disease.

Lesson Thirteen: Jacob Riis-mini-lecture

- A. *Daily Objectives:*
1. Concept objective-- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
 2. Lesson content-biographical information about Jacob Riis.
 3. Skills objective-to take notes during a lecture and outline the information.
- B. *Materials:*
1. Notepaper
 2. Pencil
- C. *Key Vocabulary:*
1. lodging houses-places where homeless paid to sleep at night
 2. journalism-the writing of newspaper or magazine articles
 3. slums-rundown areas of a town
 4. poverty-poor
 5. tenement-rundown dwelling houses
- D. *Procedure:*
1. Have the students take out a sheet of paper and take notes during the following mini-lecture.

Jacob Riis was a police reporter who became a social reformer who fought for the elimination of the slums in New York's lower east-side. Riis was born in Denmark in 1849. He came to the United States in 1870 looking for carpentry work. Like other immigrants he was often jobless, hungry, homeless and at times, on the verge of suicide. Riis stayed in lodging houses, worked for meals, and even slept in barns and alleys.

After three years, Riis was employed by a news association in New York. That was where his career in journalism began. In 1877 Riis became a police reporter for the New York Tribune and Associated Press Bureau. At this time the police Head Quarters was located in the slum district of the east side. Therefore, Riis was able to witness the poverty first hand.

The daily articles that Riis wrote about the tenement situation that were published in the Tribune helped to bring about the establishment of the Tenement House Commission in 1884.

Between 1888 and 1890 Riis left the Tribune to work for the Evening Sun. It was during this time that he wrote the book *How the Other Half Lives*. The book inspired the likes of Theodore Roosevelt to work toward reform. Roosevelt is quoted as describing Riis as "The most useful citizen of New York," (Riis, 1971, p. vii). At the time Roosevelt was the police commissioner and he utilized his role to open playgrounds, dispose of rear tenements and find the roots of tenement fires.

Riis is known as the precursor to the muckraker. He continued his journalism career until his death in 1914.

2. Upon completion of the lecture, remind the students how to do an outline with Roman numerals, etc. Tell them to outline their notes neatly.
- E. *Assessment/Evaluation:*
1. Collect student outlines for review by the teacher. Look for an adequate amount of information organized in appropriate manner in an outline style.

Lesson Fourteen: Photographs by Riis

A. *Daily Objectives:*

1. Concept objectives- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson content-photographs by Jacob Riis.
3. Skill objective-the students will be able to analyze and describe various photographs by Jacob Riis and the people/objects that are in them. They will also be able to draw their own photo of the tenement immigrants and their homes.

B. *Materials:*

1. Student pages 45-49
2. Paper for drawing
3. pencils

C. *Key Vocabulary:*

None

D. *Procedure:*

1. Ask the students, "If you were going to bring the plight of the poor in the tenements, what type of photographs would you take?" Allow time for discussion
2. Tell the students that today they will be looking at some of the photographs by Jacob Riis. Have the students turn to page 45 in their student pages.
3. Draw the students' attention to the first picture entitled "Room in a tenement, 1910". Ask several students what they notice about the photograph. You want them to elicit that the home is very small, only one room, six people living there, where's the bathroom or kitchen, where do they all sleep?, etc. Ask them if it would be possible for their entire family to live in a home such as this, why or why not?
4. Next, have the students look at the photograph entitled "Greek children in Gotham Court." Ask them what they notice about the way the children are dressed. Hopefully someone will mention the torn-apart shoes of the boy. Ask the students to hypothesize why they may be dressed as they are. Elicit that they are poor and may be wearing layers for warmth and that the clothes are probably second hand. They were probably wearing the only clothes they had.
5. Have the students then turn to the photo of the Italian rag-picker on Jersey Street. Have the students describe the expression on her face: sad, hopeless, tired, scared, etc. Ask them what the notice about her "home": no furniture, small, no bathroom, etc. Have them compare this home to the "Room in a tenement, 1910". Ask the students what they find interesting about the way the baby is dressed: swaddled like a papoose. Ask them why they think the baby is dressed like that: immobile while mom works, less likely to harm itself, etc.
6. Draw the students' attention to the photograph "Bunks in a seven-cent lodging-house, Pell Street." Explain that some that did not have those tiny homes could buy shelter for the night and that this photo is an example of where someone would sleep for the night. Ask, what do you notice missing from these "beds?": blankets, pillows, etc. Ask, how comfortable would you feel about having to sleep here, explain?

7. After a short discussion turn to the photo entitled "Twelve-year-old boy pulling threads in a sweat shop, about 1889." Explain that this boy swore he was sixteen years old. Ask, why do you think he lied about his age?: He had to find work to help support his family and no one would hire him if he was twelve. Explain that at the time the legal working day was ten hours. Workers were allowed forty-five minutes for dinner. Children under sixteen could not be employed unless they could read or write English. Children under the age of fourteen could not be hired at all. Ask again, "So why do you think this boy lied about his age?": He could not read or write English but if he was sixteen or over the law did not apply and he could be hired.

Follow up activity:

1. Teacher: Take out only pencils and paper. You are going to imagine you are a photographer of the tenements and draw a scene that you might photograph.
2. Before you do that, to set the mood of your drawing, I want you to listen very carefully of a description of the tenement houses by historians Dinnerstein and Reimers (Tozer, 1998, p.83):
Whole neighborhoods were filthy, foul-smelling, and overcrowded. In cities like Boston, New York, and Chicago houses adjoined stables, and offal, debris, and horse manure littered the streets. Piles of garbage in front of buildings or in narrow passageways between houses gave rise to stomach-turning odors and a large rat population. The population density was astronomical, some sections of Chicago, for example, having three times as many inhabitants as the most crowded portions of Tokyo and Calcutta. In 1901 a Polish neighborhood in the Windy City averaged 340 people per acre, and a three-block area housed 7,306 children! . . . One survey taker found that 1, 231 Italians were living in 120 rooms in New York; another reporter could not find a single bathtub in a three block area of tenements.

F. *Assessment/Evaluation:*

1. Discussion of photographs and the student generated "photographs" should reflect student understanding of conditions in the tenements.

Lesson Fifteen: Mill Children

A. *Daily Objectives:*

1. Concept objectives- Students will understand the causes, effects, and impact of reforms of the late 19th and early 20th century America.
2. Lesson content-Mill Children, a play by Suzanne McCabe.
3. Skill objective-the students will be able to perform a play.

B. *Materials:*

1. Student pages 50 - 53
2. Various props (see play)

C. *Key Vocabulary:*

1. photographer-person who takes photographs
2. crusader-a person who engages in concerted action for a particular cause
3. labor laws-laws regulating the age, number of hours, conditions, etc that a person may work
4. journalist-person who writes articles for newspapers or magazines
5. mass production-to produce large quantities of an item quickly and at little cost
6. profit-the money made from the sale of a certain product after subtracting out the amount it cost to produce it.
7. famine-starvation
8. unconstitutional-not consistent with the guidelines contained in the constitution
9. poverty-poor
10. immigrant-a person living in the United States that was originally from another country

11. demand-to ask for boldly or urgently
12. exploitation-to take advantage of someone
13. outrage-great anger, indignation
14. garments-clothes
15. muckrakers-journalists who wrote and published unpleasant information about businesses
16. advocate-a person who pleads another person's cause
17. chutes-an inclined passage down which something may be slid

D. *Procedure:*

1. Have the students read the introduction and the side bar at the end of the play.
2. Then assign characters. Have the students briefly review their parts. Act out the play. You may have to act it out a few times changing roles, depending on the size of your class.

E. *Assessment:*

1. Have a follow-up discussion of the play and the information on child labor. Discussion should indicate some knowledge of the contribution of Riis and the need for changing labor laws even today. Discussion should also include conversation on how Riis and Hines helped reform child labor laws. An additional topic for discussion may be that child labor is still rampant in foreign countries. For further enrichment the teacher may want to ask the class' opinion on the fact that Hines died in poverty regardless of his contribution to child labor reform.

VI. CULMINATING ACTIVITY

None

VII. STUDENT WORKSHEETS/HANDOUTS

Attached, Appendix A - B

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Appendix A - American Reform, Student pages

Lesson 1-Student Pages 1-4.

Reading for Understanding Using a Graphic Organizer

Directions: While reading the following section, fill in information in the attached graphic organizer.

The age of American reform began in the early 1800's after some initial reforms in voting rights. Prior to Jackson's presidency, the only people who could vote were men that owned property. By the time Jackson was elected president, laws had been passed allowing men to vote, regardless of their property ownership status. This brought about social reform in the United States.

Reform occurred in many areas including education, the treatment of the mentally ill, slavery, the buying and selling of alcohol and women's rights.

Prior to the age of reform the education of children occurred in the one-room schoolhouses that were badly in need of repair. These children varied in age and ability and were taught together in one room by one teacher. Often the teacher was not very educated.

Reformers wanted to change the conditions under which children were educated. Reformers wanted separate grades and more qualified teachers. One of the leading reformers was Horace Mann of Massachusetts. Among his contributions to education were the improvement of teacher training, the first state-run school for teachers and the first Board of Education, whose purpose was to ensure that state schools were run correctly. Horace Mann set the example and soon other states were following suit.

In the early 1800's those people who were mentally ill were sometimes put into prison even though they had not committed a crime. A leading reformer, Dorothea Dix began promoting reform for the treatment of the mentally ill. Dix, along with Horace Mann, helped to start the first state mental hospital in Worcester, Massachusetts in 1833. Again, other states soon followed their lead and opened state mental hospitals of their own.

Another reform occurred in the area of alcohol consumption. This was referred to as the Temperance movement. Temperance refers to the practice of self-control in the consumption of alcoholic beverages. In the early 1800's some reformers felt that alcoholic beverages should not be sold and that drinking alcoholic beverages should be prohibited.

Maine became the first state in 1851 to enact laws forbidding the making, importing or selling of alcoholic beverages. Again, other states decided to do the same. A similar movement from 1920 to 1933 was referred to as Prohibition.

During the reform period there were also abolitionists, or those who wanted to abolish slavery. Abolitionists tried a variety of methods to help end slavery such as public speaking, printing articles regarding the evils of slavery in newspapers, telling others of personal experiences as slaves.

William Lloyd Garrison was an abolitionist who gave speeches and wrote newspaper columns against slavery. In 1831, Garrison began a newspaper devoted solely to speaking out against slavery.

Freed and escaped slaves such as Frederick Douglass and Sojourner Truth spoke out against slavery by telling others of their experiences as slaves. In doing so, they convinced many others to join the anti-slavery movement.

The abolitionist movement led many women to examine their own limited rights. At the time, women were discouraged from speaking in public. Women also didn't have the right to vote and most colleges excluded women. Lastly, most states would not allow women to own property.

Abolitionists: Elizabeth Cady Stanton and Lucretia Mott were main figures in the fight for women's rights. They arranged a women's conference in Seneca Falls, New York to discuss women's rights with other women.

Lesson 1, graphic organizer

Name: _____

	EDUCATION	MENTALLY ILL	TEMPERANCE	SLAVERY	WOMEN'S RIGHTS
PROBLEM					
REFORMS					
REFORMER					
METHODS TO ACHIEVE REFORMS					

Lesson 2-Student Pages 5-10
Harriet Beecher Stowe's *Uncle Tom's Cabin*

For student pages 5-9, insert copies of pages 123-130 from Harriet Beecher Stowe's *Uncle Tom's Cabin*, Bantam Books, New York, 1981.

1. How is the slave trader portrayed in this section of *Uncle Tom's Cabin*?

2. How are the slaves treated in this section?

3. If you were a southern slave owner, how would you feel after reading this section?

4. If you were a northerner, how would you feel after reading this section?

5. How do you think this book might have helped the fight for the end of slavery in the United States?

Reform Lesson 3-student pages 11-13
Reading for Understanding

The age of American reform continued in the late 1800's. As previously stated, reform occurred in the areas of economy, society, politics, education, women's rights and the rights of African Americans. Despite the separation between church and state, an attempt was made to even reform religion.

In the political arena, Populism became a major aspect of reform. Populism began during the economic depression of the 1870's and flourished in the 1890's. It was an agrarian movement located mainly the rural Midwestern states from Texas to the Dakotas. This organization was not opposed to industrialism, it disliked the effects of industrial capitalism on farming and laborers. Industrial capitalism caused the cost of farm production to increase and the prices of farm products to decrease. Additionally, at the time, big businesses were receiving financial assistance from the government, which the Populists also disliked. Lastly, Populists did not like how businesses managed their laborers, paying them less, working them more and taking the skill out of the workplace. Rural Populists joined with urban laborers in order to build a strong political base. It grew into a Farmer-Labor political coalition.

Additionally, many farmers joined farmers' alliances. These were cooperative organizations that aided farmers. Some of the services provided by the alliances were:

- *selling supplies at reduced cost
- *reduced rate loans
- *building warehouses to store crops until prices improved
- *politically active to further the cause of farmers

During conventions in 1891-1892 the alliances joined with other groups to form the People's Party. One of the goals of this party was to influence measures to aid with the financial burden of farmers. In particular, this party was in favor of unlimited coinage of silver and large amounts of paper currency in order to put more money into circulation. Members of the People's Party became known as Populists.

The Populists reached their height of political power in 1896 when they gained control of the Democratic party and secured William Jennings Bryan for the Democratic Party's presidential candidate.

Bryan was an attorney and a one time a member of the House of Representatives from Nebraska from 1891-1895. Bryan was sympathetic to the Populist agenda. However, he lost the race for presidency and disappeared from the political scene in about 1908, following two more defeats. The Populist party also ceased to exist at about the same time as it was absorbed into the Democratic party (Depending upon the source, this occurred in the late 1890's or early 1900's. Bryan reappeared in the political arena in 1913 as the Secretary of State under President Woodrow Wilson. He resigned from his position in 1915 in protest of the U. S. government's hostile attitude toward Germany.

Eventually, many of the reforms that Bryan was in favor of were adopted such as women's suffrage, national income tax, popular election of the U. S. Senate and prohibition.

1. List some of the areas of reform beginning in the late 1800's in the United States.
-
-
-

2. What type of people formed the Populist Party? (What occupation and where did they live?)
-
-
-

3. What was the main goal of the Populist Party?
-
-
-

4. How did the Populist Party reach the height of its power in 1896?

5. How do you think unlimited coinage of silver and large amounts of paper money would decrease inflation and be beneficial to the farmers?

Reform Lesson 4-student pages 14-16
Bryan Run's for President

For student pages 14-15 insert copies of William Jennings Bryan's speech "The Cross of Gold", found in *Realms of Gold*, edited by Michael J. Marshal, The Core Knowledge Foundation, Canada 2000. This speech is located on pages 169-174.

1. Who was William Jennings Bryan?

2. Describe bimetallism.

3. Bryan uses a quote in his speech. How does he use the quote to gain support for bimetallism?

4. In what way does Bryan use his reference to England and its relationship to the United States to rally support for bimetallism?

Reform Lesson 5-Student pages 17-19
The Wonderful Wizard of Oz

For student pages 17-18 insert copies of L. Frank Baum's *The Wonderful Wizard of Oz*, Scholastic Inc., New York, 1958, pages 12-37

The novel, *the Wonderful Wizard of Oz* was published in 1900 and written by journalist L. Frank Baum. What turned out to be a fantastic children's story, was actually written as a political satyr. The story of Dorothy and her friends was an allegory for the Populist movement and their desire to use silver and gold currency. This reform in currency was referred to as bimetallism. The idea behind this reform is that the use of two metals would allow the government to print more money and that would, in turn, help the working class, including farmers.

Read the following excerpts from *the Wonderful Wizard of Oz*. When you have completed the reading, match the following characters from the story with people involved in the reform and the Populist movement.

Match the characters from the story to the groups of people they represented on the issue of bimetallism.

The Tin Man	The farmers
The Cowardly Lion	The factory workers
The Scarecrow	William Jennings Bryan

Why do you think that Baum chose the characters that he did to represent each person or group?

Reform Period lesson 6-Student Pages 20-21
Progressive Era and the Muckrakers-Reading for comprehension

As the 1800's ended, the Progressive era began as a response to industrialism. There was a call for new reforms aimed specifically at ending the corruption in government, abuses upon employees by businesses and the rampant poverty in certain areas. This particular movement was referred to as the progressive movement.

During this period, the government began regulating business to end the conflict between laborers and owners. Remember, the laborers were being over worked and underpaid. The results were that the government protected the power of ownership of businesses and stabilized the economy.

A large amount of the corruption in the government and businesses was uncovered by the journalists. These journalists were known as Muckrakers for digging up unpleasant information. The term "muckraker" originated from the term "muckrake" which originally appeared in a book by John Bunyan entitled Pilgrim's Progress. In the political arena Theodore Roosevelt was the first to use this term. He used it in a 1906 speech where he agreed with the motives of the journalists, but disagreed with their methods.

Two particularly important muckrakers were Ida Tarbell and Upton Sinclair. Mrs. Ida Tarbell is famous for her investigations of industry, particularly of the Standard Oil Company and its gas monopoly. Upton Sinclair was an author that was heavily involved in politics. He was highly interested in social and industrial reform. In fact, those were major themes throughout his eighty plus books. One of his most famous books was *The Jungle*, which was about the corruption of the Chicago meat packing industry.

1. What were the new areas of reform during the progressive era?

2. What was a muckraker?

3. How did muckrakers influence public opinion?

4. Why do you think that Roosevelt disagreed with the journalists' methods?

Reform Lesson 7 student pages 22-24
Roosevelt on Muckraking

For student pages 22-23, insert Roosevelt's speech "The Man With the Muck Rake" found at <http://www.tamu.edu/scom/pres/speeches/trmuck.html>

1. What is Roosevelt's primary concern with muckraking?

2. Regarding the rich and the poor, how does Roosevelt caution the muckrakers?

Reform Lesson 8-student pages 25-29
Ida Tarbell

For student pages 27-29, insert copies of Ida Tarbell's *History of the Standard Oil Company*, Norton and Company Inc, New York, 1966, pages 110-124. This book is out of print. However, Amazon.com does a wonderful job of locating out of print books. For the political cartoon, please insert a copy of the cartoon found on page 129 of *A History of Us, An Age of Extremes*, by Joy Hakim, Oxford University Press, New York, 1999.

Ida Tarbell was a journalist. In 1904 she published a two-volume attack upon America's most powerful citizen, Mr. John Rockefeller, himself. The Rockefeller's owned and operated the giant trust of the Standard Oil Company.

In Tarbell's book *History of the Standard Oil Company* she illustrated how the Mr. Rockefeller had an unfair advantage over his competitors as his unchecked power seeped into all supporting oil industry from railroads to banking.

Read the following excerpt from *History of the Standard Oil Company* and answer the questions that follow.

1. How did Ida Tarbell help uncover the corruption in the Standard Oil Company?

2. Describe at least two methods that the Standard Oil Company used to control the oil industry.

3. How did the Standard Oil Company's dishonest business practices affect their reputation?

Follow up activity:

Examine the political cartoon below.

At one point Rockefeller's son was quoted as saying that Standard Oil was a rose that "can be produced . . . only by sacrificing the early buds which grow up around it."

1. How do you think the cartoonist felt about the quote?

Take out paper, pencils and color pencils. Create your own political cartoon about the Standard Oil Company.

Reform Lesson 9-student pages 30-32
Upton Sinclair

Insert here a copy of a picture of Upton Sinclair and the Chicago stockyards from page 126 of *A History of Us, An Age of Extremes*, Joy Hakim, Oxford University Press, New York, 1999.

For student pages 31-32 insert copies of pages 133-135 from Upton Sinclair's *The Jungle*, Bantam Books, New York, 1981.

Upton Sinclair was a famous muckraker. In Chicago in 1904 there was an unsuccessful strike against the huge meatpacking companies. The editor of a newspaper called Appeal sent Sinclair on a seven-week assignment to investigate the Chicago stockyards and the meatpacking industry.

Sinclair thought that this would be an opportunity to uncover the horrible conditions that the laborers had to work in and thus bring the corruption of Beef Trust public (a trust is like a monopoly). Instead, what Sinclair found was corruption in the quality of the product that the meatpacking companies were selling to the public.

Sinclair described the lack of quality control in graphic detail in his book *The Jungle* in hopes that further investigation would lead into the investigation of the work conditions of the laborers. Unfortunately, Sinclair did too good of a job in describing the meat products, that his original purpose of exposing the poor working conditions was obscured.

1. According to the reading, what was the meat industry most concerned about?

2. How does this passage detract from Sinclair's purpose of reforming the working conditions of the laborers?

3. How would the writing of this passage make Sinclair a muckraker?

4. If you were a citizen who was reading this in the Appeal, what would your reaction be?

Reform Lesson 10-Student Pages 33-35

Jane Addams

For student pages 34-35, insert a copy of John Shepler's Writing in a Positive Light: Jane Addams, Mother of Social Work, found at <http://www.execpc.com/~shepler/janeaddams.html>

Read the following article about Jane Addams and answer the following questions:

1. Why did Jane Addams think women should have the right to vote?

2. What do you think caused Addams to be interested in helping the poor?

Reform Lesson 11-Student pages 36-42

Jane Addams and women's suffrage

For student pages 38-42, insert copies of Jane Addam's Why Women Should Vote found at http://douglass.speech.nwu.edu/adda_a03.htm.

Not only was Jane Addams an advocate for our nation's poor, but she was a great proponent of women's suffrage. In fact, she used the plight of the impoverished immigrants in the tenements as support for her conviction that women should have the right to vote.

In 1915 Addams wrote a pamphlet that advocated women's suffrage, entitled "Why Women Should Vote". The following are excerpts from the pamphlet. Read the excerpts, then respond to the questions. After answering the questions, share your responses with a partner.

1. What is Addams initial reason for women having the right to vote?

2. How does Addams use the living conditions in the tenements to illustrate the need for women to have the right to vote?

3. According to Addams, how does the living conditions in the tenements affect the health of citizens living in the countryside?

4. What specific needs does Addams say the Italian and Jewish women have respectively?

5. What was Addams opinion of influence and independence of judgment when it came to voting?

Lesson 12-Student Pages 43-44

Silent Killer

For student pages 43-44 insert Alexandra Hanson-Harding's Silent Killer, found on pages 10 and 11 of February 21, 2000 Junior Scholastic.

Lesson 14-Student Pages 45-49

How the Other Half Lives

For student pages 45-49 insert copies of the following photographs in this order: Room in a Tenement, 1910, Greek Children in Gotham Court, In the Home of an Italian Rag Picker, Jersey Street, Bunks in a Seven Cent Lodging House, Pell Street, Twelve Year Old Boy Pulling Threads in a Sweat Shop, about 1889. These photos are found in Jacob Riis's *How the Other Half Lives*, Dover Publications, Inc., New York, 1971. The photos are located on pages 4, 21, 45, 71, 99.

Lesson 15-Student Pages 50-53

Mill Children

For student pages 50-53 insert copies of Mill Children by Susan McCabe. This play is found on pages 18-21 of the January 17, 2000 issue of Junior Scholastic.

Name: _____
American Reform, mid-unit exam (50 points)

I Matching (10 points)

Match the reformers with the changes that they worked for.

- | | |
|------------------------------|---|
| _____ Horace Mann | a. women's suffrage |
| _____ Dorothea Dix | b. bimetallism |
| _____ William Lloyd Garrison | c. at first better working conditions, but in the end, quality control for food |
| _____ Elizabeth Cady Stanton | d. improvement of the tenements through photography |
| _____ Harriet Beecher Stowe | e. end of slavery |
| _____ William Jennings Bryan | f. women's suffrage for tenement housewives |
| _____ Ida Tarbell | g. end of slavery through writing <i>Uncle Tom's Cabin</i> |
| _____ Upton Sinclair | h. better public schools (done on his own) |
| _____ Jane Addams | i. fair hospitals for the mentally ill (done with another reformer) |
| _____ Jacob Riis | j. better hospitals for the mentally ill (done with help of another reformer) |

II Fill in the blanks (10 points).

1. A _____ actively worked to create social change.
2. The _____ movement was to control the sale and consumption of alcoholic beverages.
3. _____ was the movement to end slavery.
4. A woman's right to vote was often referred to as women's _____.
5. _____ was the major political issue for the Populist Party.
6. Digging up unpleasant information about business and industry was what _____ were known for.
7. Jane Addams had great feelings of _____ which moved her to help the poor.
8. Many impoverished immigrants lived in unsanitary structures called _____.
9. _____ were places of business where adults and children worked long hours for extremely low wages.
10. If you were homeless you could pay to stay in _____ for the night.

Word Bank:

tenements	bimetallism	reformist	suffrage	sweatshops
temperance	philanthropy	abolition	lodging houses	muckrakers

III Short Essay (30 points)

Answer the following questions in complete sentences, restating the question in your answer.

1. How did the farmers of the Populist Party think that the unlimited coinage of silver and large amounts of paper money would be beneficial to them?
2. What was one of Roosevelt's concerns with muckraking?
3. Describe one of the unfair business practices of the Standard Oil Company.
5. Upton Sinclair wanted to reform the working conditions of the employees of the meatpacking industry. Was he successful in what he set out to do? Why or Why not?
6. With regard to women's suffrage, Jane Addams had specific opinions about influence and independence of judgement. What was her opinion of each?
7. Jacob Riis was a police photographer who greatly influenced Theodore Roosevelt. Explain the importance of not just influencing people to make changes, but influencing the right people.

Extra Credit (3 points):

In the Wizard of Oz, who did the Tin Man, the Cowardly Lion and the Scarecrow represent?

Appendix B - American Reform, Background notes

Lesson 1

Background notes:

During the reform period reforms occurred in the areas of education (Horace Mann), women's rights (Elizabeth Cady and Lucretia Mott), slavery (William Lloyd Garrison, Frederick Douglass, Sojourner Truth), the treatment of the mentally ill (Dorothea Dix) and the buying and selling of alcohol. *America Yesterday and Today*, Endsley, P. et. al, Scott Foresman and Company, Illinois, 1988, ISBN # 0-673-43055-3 and *America the People and the Dream*, Robert Divine, et. al., Scott Foresman and Company, Illinois, 1994, ISBN # 0-673-43784-1.

Lesson 2

Background notes:

Harriet Beecher Stowe is the author of the controversial book *Uncle Tom's Cabin*. Upon publication many Southerners were offended of its portrayal of the Southern slave owner. Additionally, many Northerners were shocked by the life of the slave illustrated in this book. For many, this book is what changed their minds about slavery. Also, this book, along with other events and circumstances during this time period brought about the civil war. *Uncle Tom's Cabin*, by Harriet Beecher Stowe, Bantam Books, New York, 1981, ISBN # 0-553-21218-4 and *Cornerstones of Freedom* by Maureen Ash, Children's Press, U.S.A., 1990, ISBN # 0-516-44746-7.

Lesson 3

Background notes:

According to Bryan's speech he was in favor of bimetallism. He felt that the United States should not wait for other nations to adopt bimetallism first but rather that the United States should set the trends. Bryan also felt that no other great nation in history had only the gold standard. *Realms of Gold*, edited by Michael J. Marshall, Core Knowledge Foundation, Canada, 2000, ISBN # 1-890517-22-4.

Lesson 4

Background notes:

According to Bryan's speech he was in favor of bimetallism. He felt that the United States should not wait for other nations to adopt bimetallism first but rather that the United States should set the trends. Bryan also felt that no other great nation in history had only the gold standard. *Realms of Gold*, edited by Michael J. Marshall, Core Knowledge Foundation, Canada, 2000, ISBN # 1-890517-22-4.

Appendix B-continued

Lesson 5

Background notes:

The Wonderful Wizard of Oz was actually a political satire written about the issue of bimetallism. The different characters represent important figures involved in this issue.

Countdown to a Cashless Society, Barton Crocket <http://www.msnbc.com/news/227104.asp?cp1=1>

The Wonderful Wizard of Oz, L. Frank Baum, Scholastic Inc, New York, 1958, ISBN# 0-590-41746-0.

Lesson 6

Background notes:

The journalists that uncovered corruption were called Muckrakers. Some early muckrakers were Ida Tarbell and Upton Sinclair.

Encyclopedia.com, Muckrakers, <http://www.encyclopedia.com/articles/08833.html>

Encyclopedia.com, Tarbell, Ida Minerva, <http://www.encyclopedia.com/articles/12643.html>

Encyclopedia.com, Sinclair, Upton, <http://www.encyclopedia.com/articles/11917.html>

Lesson 7

Background notes:

Theodore Roosevelt felt that if the nation only concentrated on the corruption and failed to see the good things in business and society then our nation would be dragged down. He was also concerned that muckrakers would only expose corruption among the wealthy and not the middle or low income individuals, feeling that regardless of income,

corruption was still corruption. Roosevelt was also concerned over the truthfulness of the accusations made against the government and businesses.

Roosevelt, T. The Man With the Muckrake <http://www.tamu.edu/scom/pres/speeches/trmuck.html>

Lesson 8

Background notes:

Ida Tarbell is famous for exposing the corruption of the Rockefeller's Standard Oil Company and publishing it in her book *History of the Standard Oil Company*. *History of Us, An Age of Extremes* by Joy Hakim, Oxford University Press, New York, 1999, ISBN #0-19-512766-8 and *History of the Standard Oil Company* by Ida Tarbell, W. W. Norton and Company, Inc., New York, 1966, ISBN #0-393-00496-1.

Lesson 9

Background information:

Upton Sinclair's original intent of his book was to expose unfair treatment of the workers in the meatpacking industry in Chicago. However, the extremely unsanitary conditions and the rampant lack of food quality control turned the public's attention away from the poor worker and toward the corruption of the industry. Note: the excerpt may turn some students' stomachs. *The Jungle* by Upton Sinclair, Bantam Books, New York, 1981, ISBN # 0-553-21245-1 and *A History of Us, An Age of Extremes* by Joy Hakim, Oxford University Press, New York, 1999, ISBN #0-19-512766-8.

Lesson 10

Background notes:

Jane Addams fought for the rights of the poor immigrant. She founded the Hull House for the poor. She won the Nobel Peace Prize.

Ida B. Wells -Barnett <http://www.inform.umd.edu/EdRes/Topic/WomensStudies/ReadingRoom/.../75-suffragists.htm>
Shepler, J. John Shepler's Writing in a Positive Light: Jane Addams, Mother of Social Work, <http://www.execpc.com/-shepler/janeaddams.html>

Lesson 11

Background notes:

Jane Addams argument was that women should have the right to vote to ensure that laws are enacted to enable the woman to better care for her family and home. Addams felt that one of the ways to help the poor was to give women the right to vote.

Addams, J., Why Women Should Vote, http://douglass.speech.nwu.edu/adda_a03.htm

Appendix B, continued

Lesson 12

Background notes:

Close quarters in the tenements spread diseases quickly just as Addams noted. These diseases were also spread to other areas through clothing made in the tenement sweatshop. The students should be able to hypothesize that the flu spread quickly through the New York tenements and spread from there to other areas.

The Epidemic of 1918 by Alexandra Hanson-Harding, Junior Scholastic, February 21, 2000

Lesson 13

Background notes:

Jacob Riis was an immigrant. He became famous for his muckraking in the form of photography. He was one of the first to photograph the tenements.

How the Other Half Lives by Jacob Riis, Dover Publications, Inc., New York, 1971, ISBN #0-486-22012-5.

Lesson 14

Background notes:

All the photographs are from *How the Other Half Lives*, by Jacob Riis, Dover Publications, Inc., New York, 1971, ISBN #0-486-22012-5. Quote from *School and Society*, by Steven E. Tozer et. Al, McGraw Hill, Boston, 1998, ISBN #0-07-065331-3.

Lesson 15

Background notes:

Riis wrote about child laborers in the tenements while Lewis Hines photographed them in the mills. The work of both individuals helped bring about changes in the child labor laws.

Mill Children, a play by Suzanne McCabe, Junior Scholastic, January 17, 2000.