1900-1924
Progressive Movement
At The Turn Of
The 20th Century

Created by Michael Young, former History Department Chair, Omaha Burke High School

activities

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<td>The Progressive Movement in Nebraska &amp; the U.S.</td>
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</tbody>
</table>

Resources

- Nebraska Department of Education Content Area Standards

nebraska studies.org
Progressives

**activity**

**Define Terms**

- Define the word “progressive”.
- What were the goals of the Progressive Movement in Nebraska in the early 1900s?
- Have all the goals of the Progressive Movement been achieved? Why or why not?

**Nebraska Department of Education Content Area Standards**

Social Studies

SS 8.4.1
Goals & Accomplishments

activity

Chart

Create a chart that illustrates the following information:

- Progressive goals on the state level
- Progressive goals on the national level
- Goals accomplished on the national and state level of government
- Progressive goals that you think should have been added

Nebraska Department of Education Content Area Standards

Social Studies
SS 8.4.1; SS 8.4.4; SS 8.4.5

Language Arts
LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
**Progressive Movement**

**activity**

**Discussion**

- What were the objectives of the Progressive Movement in Nebraska?
- Compare and contrast the objectives of the Progressive Movement in Nebraska and on the national level.
- Use the two campaign posters — analyzing, comparing, and trying to detect the goals in the posters

**Nebraska Department of Education Content Area Standards**

Social Studies

SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5
LESSON PLAN
The Progressive Movement
in Nebraska & the U.S.

Lesson Objectives

1. Students will identify the goals of the Progressive movement and evaluate the success of its followers to achieve those goals.

2. Students will compare and contrast the Progressive movement in Nebraska and the United States.

3. Students will develop skills to analyze primary resources and political cartoons.

4. Students will compare and contrast the goals of the following: Grange, Populist Party, Farmers’ Alliance, and the Progressive Party

Nebraska Department of Education Content Area Standards

Social Studies
SS 8.4.1; SS 8.4.4; SS 8.4.5; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts
LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
LEsson Plan
The Progressive Movement in Nebraska & the U.S.

Introduction
1. Introduce the lesson by providing students with a handout or project the following quotation on an overhead transparency: (See larger version in the Resources section at the end of this document.)

   It was eighteen ninety-six, and I was just sixteen
   And Altgeld ruled in Springfield, Illinois,
   When there came from the sunset Nebraska’s shout of joy:
   In a coat like a deacon, in a black Stetson hat
   He scourged the elephant plutocrats
   With barbed wire from the Platte.
   The scales dropped from their mighty eyes.
   They saw that summer’s noon
   A tribe of wonders coming
   To a marching tune.


2. Engage students in a discussion of the quotation using the following questions:

   • Who is John Altgeld? [He was a reform Democrat governor of Illinois in 1890s].
   • Define the following terms: scourged, elephant plutocrats, and scales.
   • To whom is the reference, “He”? (W.J. Bryan)
   • What key national political event occurred in 1896?
   • Does the author seem to support reform? Why or why not?
   • What reform movements are active in Nebraska and the U.S. from the 1870s to 1914?
The Progressive Movement in Nebraska & the U.S.

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Resources

Books


Magazines


The Progressive Movement in Nebraska & the U.S.

Internet Resources

Graphic Organizers http://www.graphic.org/venbas.html


Nebraska Dept. of Education Academic Standards. https://www.education.ne.gov/contentareastandards/


Nebraska State Historical Society: Nebraska History magazine http://nebraskahistory.org/publish/publicat/history/index.htm

Nebraska State Historical Society: Nebraska Trailblazer http://www.nebraskahistory.org/museum/teachers/material/trailist.htm

Rubrics General Rubric http://www.socialstudieshelp.com/rubric.htm


The Process

1. Instruct students to read accounts of the Progressive movement in their history textbooks or related sources.

2. Direct students to access the Nebraska Studies Website at http://nebraskastudies.org/ and click on the 1900-1924-time period. Then instruct students to click on the icon “Turn of the Century 1900 Progressive Movement.” and read all the information about the Progressive movement.

3. Conduct an oral classroom discussion with students over the assigned reading material. Or the teacher may distribute copies to the students of selected topics listed under “Progressing into the 20th Century” and then conduct an oral discussion of specific topics. The following questions could be used as a guide for oral discussion:
   - What were the objectives of the Progressive movement?
   - Did the Grangers, Farmers’ Alliance Party, Progressive Party and Populists support the basic goals of the Progressive movement?
   - Were the third political parties of this era successful in achieving their goals? Why or why not?

4. Have students access the National Archives Analysis Worksheets in the Resources section of this document. Review the various analysis formats with the students.

5. Share a political cartoon with students to introduce the ideas of symbolism, humor, exaggeration, and caricature in political cartoons. Provide students with a copy of the political cartoon titled “The Sacrilegious Candidate” found on page 139 of the following Nebraska History issue: “William Jennings Bryan and His America.” Nebraska History, Vol. 77. Nos. 3 and 4. Fall/Winter. 1996. Pp. 118-193. Or the teacher may select a different political cartoon if s/he does not have access to the Nebraska History magazine. Use the following questions as a discussion guide to aid students in delving deeper into the art of editorial cartoons.

   Editorial Cartoon Questions:
   - Symbols are used in cartoons to visually present abstract ideas. Many such as Uncle Sam are widely recognized. What symbols are used in this cartoon? Can you think of any other symbols you have seen pictured in political cartoons?
   - Cartoonists employ humor to make powerful statements in an effective, less heavy-handed manner. Does this cartoon use humor to make its point? If so, how? Is it sarcastic? Ironic? Ridiculing?
   - Exaggeration is what sets editorial cartoons apart; they must grab the reader and deliver a message in a few seconds. What is exaggerated in this cartoon, and what purpose does it serve? Caricature exaggerates or distorts a person’s prominent feature(s) to allow the viewer to identify him or her quickly. How is caricature used in this cartoon?
LESSON PLAN

The Progressive Movement in Nebraska & the U.S.

Activity Grade Level
8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

6. Assign individual or groups of students to use the National Archives Sound Recording Analysis Worksheet or Motion Picture Analysis Worksheet located in the Resources section at the end of this document to analyze one of the following videos located in the Media section of the 1900-1924 timeline (http://nebraskastudies.org/0700/stories/0700_5000.html): “History of the Grange,” “the Populist Party” Farmers’ Alliance,” or “History of Bryan’s Career.”

7. Conclude your discussion of the Progressive movement in Nebraska and on the national level by having students in groups or individually review orally or in writing answers to the following questions: What were the objectives of the Progressive movement on the state and national level?

   • Were the objectives of the Progressive movement achieved on either level of government? Why or why not?

   • Why were third parties such as the Grangers, Farmers’ Alliance, Populists and Progressives appealing to people at the state level and national level?

   • What goals of the Progressive movement were achieved on the state or city level in Nebraska?

Learning Advice

1. Have students identify and/or define the following terms after they have had the opportunity to read the information contained on the Nebraska Studies Website concerning the Progress movement and related topics in their history textbooks or assigned readings:

   16th, 17th, 18th, and 19th Amendments
   commission form of city government
   direct election of senators
   Interstate Commerce Act
   national elections of 1896, 1900, 1904, 1908, and 1912
   Robert M. La Follette
   William Jennings Bryan cooperatives
direct primary
Eugene Debs
Grange
initiative
monopoly muckrakers
Australian ballot
The Farmers’ Alliance
free coinage of silver
Oliver H. Kelley
Patrons of Husbandry
progressive movement
Progressive Party
Sherman Antitrust Act
nonpartisan
Populist Party
prohibition
recall
referendum
trust
woman suffrage

2. The teacher may or may not want to also assign students readings or activities related to the following topics—"Limited Voting Rights for Women Approved in Nebraska" and “Nebraska Prohibits Alcohol.” These topics are also included in the 1900-1924-time period, and are issues discussed by supporters of the Progressive movement. There are lesson plans available under these topics as well.

3. Require all students to become familiar with the National Archives worksheets on how to analyze primary documents, video/audio productions, photographs, and political cartoons in the Resources section of this document. Use the National Archives Written Document Analysis Worksheet to analyze Bryan’s Cross of Gold Speech [http://www.nebraskastudies.org/documents/534/0605_0508gold.pdf] and model to students how to engage in analysis of primary resources.
4. Review with students what the causes and effects of the Progressive movement were on the state and national level. Emphasize the role of Progressive leaders such as Robert La Follette. Discuss the role of the Progress Party in the election of 1912.

5. Teachers could use an additional lesson plan, Women Suffered to Achieve Suffrage, located in the Teacher Activities section of the 1900-1924 timeline to stress the role of the women's rights movement during the Progressive Era.

**Conclusion**

Students will have learned what the goals of the supporters of the Progressive movement were and how successful they were in achieving those goals. They will further realize the role played by third political groups (Grange, Farmers' Alliance, Populists, etc.) who supported the reform measures of the Progressive movement. Students will become aware that even though third political parties were not very successful in supporting political candidates who were elected to federal offices, many of their goals were achieved because the two major political parties adopted those goals (federal income tax, direct election of senators, state referendums, recalls, and initiatives, laws regulating railroads, etc.) and supported legislation to make them a reality. Furthermore, students will be able to compare and contrast reform movements in Nebraska with reform movements on the national level. Finally, students will have developed skills to analyze primary resources and political cartoons.

**Assessment Activities**

One or both of the following activities could be used to assess student knowledge.

**Activity Number 1: Analytical Essay**

Instruct students to do a written analysis of a minimum of 500 words comparing and contrasting the successes and failures of third political parties to achieve their goals in Nebraska and on the national level during the time period 1870 to 1912. Include documentation, a bibliography, etc. Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:


**Activity Number 2: Multiple-Choice Assessment**

Print out enough copies for each student of the *Progressive Movement Multiple Choice worksheet* in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

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<td>6</td>
<td>B</td>
<td>7</td>
<td>D</td>
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</table>
Possible Extension Activities

1. Acquire a copy of the following Nebraska History magazine from the Nebraska State Historical Society or check the local library for a copy: “William Jennings Bryan and His America.” *Nebraska History*. Vol. 77. Nos. 3 and 4. Fall/Winter. 1996. Reproduce copies of the political cartoon titled “Bound to Stick” which is located on page 191. Have students use the Cartoon Analysis Worksheet or the hints for Interpreting Political Cartoons located into the Resources section at the end of this document to analyze the political cartoon.

2. The teacher can access the National Archives “Teaching With Documents Lesson Plan: Political Cartoons Illustrating Progressivism and the Election of 1912” at [http://www.archives.gov/education/lessons/election-cartoons/](http://www.archives.gov/education/lessons/election-cartoons/) and provide copies of the political cartoon titled “Progressive Fallacies” and have students use the National Archives Cartoon Analysis Worksheet in the Resources section of this document to analyze the political cartoon.

   [Hint: the man sitting on the couch is Robert La Follette who was a progressive governor of Wisconsin. The caption “Progressive Fallacies” suggests that Teddy Roosevelt is only acting like he is supporting the Progressive Party goals. T.R. is stealing the Progressive Party nomination away from La Follette]


4. Access the Library of Congress website [http://memory.loc.gov/ammem/ndlpedu/lessons/theme.html](http://memory.loc.gov/ammem/ndlpedu/lessons/theme.html). Select a lesson (such as “Voices for Votes: Suffrage Strategies”) under the category “Progressive Era to New Era, 1900-1929” and use one of the lessons to further analyze the Progressive movement.
1900-1924
Progressive Movement
At The Turn Of The 20th Century

resources

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Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html
It was eighteen ninety-six, and I was just sixteen
And Altgeld ruled in Springfield, Illinois,
When there came from the sunset Nebraska’s shout of joy:
In a coat like a deacon, in a black Stetson hat
He scourged the elephant plutocrats
With barbed wire from the Platte.
The scales dropped from their mighty eyes.
They saw that summer’s noon
A tribe of wonders coming
To a marching tune.

### National Archives: Cartoon Analysis Worksheet

#### Visuals

<table>
<thead>
<tr>
<th>Level One</th>
<th>1. List the objects or people you see in the cartoon.</th>
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#### Words (not all cartoons include words)

<table>
<thead>
<tr>
<th>Level One</th>
<th>1. Identify the cartoon caption and/or title.</th>
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<tr>
<th>Level One</th>
<th>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</th>
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<th>Level One</th>
<th>3. Record any important dates or numbers that appear in the cartoon.</th>
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#### Level Two

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<tr>
<th>Level Two</th>
<th>2. Which of the objects on your list are symbols?</th>
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<tr>
<th>Level Two</th>
<th>3. What do you think each symbol means?</th>
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<th>Level Two</th>
<th>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</th>
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<th>Level Two</th>
<th>5. List adjectives that describe the emotions portrayed in the cartoon?</th>
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#### Level Three

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<tr>
<th>Level Three</th>
<th>A. Describe the action taking place in the cartoon.</th>
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<th>Level Three</th>
<th>B. Explain how the words in the cartoon clarify the symbols.</th>
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<th>Level Three</th>
<th>C. Explain the message of the cartoon.</th>
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<th>Level Three</th>
<th>D. What special interest groups would agree/disagree with the cartoon’s message? Why?</th>
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Designed and developed by the Education Staff • National Archives and Records Administration, Washington, DC 20408 • [http://www.archives.gov](http://www.archives.gov)
Interpreting Political Cartoons
By Michael Young, former History Department Chair, Omaha Burke High School

Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated: ............................................................................................................

2. State the issue or historical event that the cartoon addresses:
......................................................................................................................................................................................

3. Caption: ..................................................................................................................................................................
......................................................................................................................................................................................

4. Geographic location: ...........................................................................................................................................

5. Label(s) indicated: ................................................................................................................................................
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6. Use of symbolism, irony, caricatures, etc.: ......................................................................................................
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7. Inferences you can make with reference to the author's opinion(s):
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8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:
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Interpreting Political Cartoons

Guideline for Using Political Cartoons to Teach Social Studies Concept

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations. The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.

2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartoons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.

3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.

4. Sequential guide for teaching how to analyze political cartoons:
   a. Who is the author of the cartoon? Discuss the author’s background.
   b. What is the topic/issue of the cartoon?
   c. What social studies concept is being presented?
   d. What symbols are used?
   e. What exaggerations or distortions exist?
   f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
   g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.
National Archives: Motion Picture Analysis Worksheet

Step 1: Pre-viewing

A. Title of film: ..................................................................................................................................................................................

Record Group source: ..................................................................................................................................................................

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

<table>
<thead>
<tr>
<th>Concepts/Ideas</th>
<th>People</th>
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<td>3.</td>
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Step 2: Viewing

A. Type of motion picture (check where applicable)
   - Animated cartoon
   - Documentary film
   - Newsreel
   - Propaganda film
   - Theatrical short subject
   - Training film
   - Combat film
   - Other

B. Physical qualities of the motion picture (check where applicable)
   - Music
   - Narration
   - Special effects
   - Color
   - Live action
   - Background noise
   - Animation
   - Dramatizations

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

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Step 3: Post-viewing (or repeated viewing)

Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

A. What is the central message(s) of this motion picture?
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B. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
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C. How do you think the filmmakers wanted the audience to respond?
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D. Does this film appeal to the viewer’s reason or emotion? How does it make you feel?
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E. List two things this motion picture tells you about life in the United States at the time it was made:
1. .................................................................................................
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2. .................................................................................................
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F. Write a question to the filmmaker that is left unanswered by the motion picture.
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G. What information do you gain about this event that would not be conveyed by a written source? Be specific.
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STEP 1. OBSERVATION
A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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<tbody>
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STEP 2. INFERENCE
Based on what you have observed above, list three things you might infer from this photograph.

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STEP 3. QUESTIONS
A. What questions does this photograph raise in your mind?
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B. Where could you find answers to them?
...........................................................................................................................................................................................................
1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
   - a. clear (easy to interpret)?
   - b. memorable?
   - c. dramatic?

4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?
National Archives: Sound Recording Analysis Worksheet

Step 1. Pre-listening

A. Whose voices will you hear on this recording?

B. What is the date of this recording?

C. Where was this recording made?

Step 2. Listening

A. Type of sound recording (check one):

- Policy speech
- Congressional testimony
- News report
- Interview
- Entertainment broadcast
- Press conference
- Convention proceedings
- Campaign speech
- Arguments before a court
- Panel discussion
- Other

B. Unique physical qualities of the recording

- Music
- Live broadcast
- Narrated
- Special sound effects
- Background sound

C. What is the tone or mood of this recording?
National Archives:
Sound Recording Analysis Worksheet

Step 3. Post-listening (or repeated listening)

A. List three things in this sound recording that you think are important:

1. .................................................................................................................................................................................................

2. .................................................................................................................................................................................................

3. .................................................................................................................................................................................................

B. Why do you think the original broadcast was made and for what audience?
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................

C. What evidence in the recording helps you to know why it was made?
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................

D. List two things this sound recording tells you about life in the United States at the time it was made:

1. .................................................................................................................................................................................................

2. .................................................................................................................................................................................................

E. Write a question to the broadcaster that is left unanswered by this sound recording.
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................

F. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................
**1. TYPE OF DOCUMENT (Check one)**
- Letter
- Patent
- Memorandum
- Map
- Telegram
- Press release

**2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):**
- Interesting letterhead
- Handwritten
- Typed
- Seals
- Notations
- RECEIVED stamp
- Other

**3. DATE(S) OF DOCUMENT:** ..............................................................................................................................................

**4. AUTHOR (OR CREATOR) OF THE DOCUMENT:** ..................................................................................................................

**POSITION (TITLE):** ...............................................................................................................................................................

**5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?** ....................................................................................................

**6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)**

A. List three things the author said that you think are important:
   1. ...............................................................................................................................................................................
   2. ...............................................................................................................................................................................
   3. ...............................................................................................................................................................................

B. Why do you think this document was written?
   ...........................................................................................................................................................................................................

C. What evidence in the document helps you know why it was written? Quote from the document.
   ...........................................................................................................................................................................................................

D. List two things the document tells you about life in the United States at the time it was written:
   1. ...............................................................................................................................................................................
   2. ...............................................................................................................................................................................

E. Write a question to the author that is left unanswered by the document
   ...........................................................................................................................................................................................................
Directions: Circle the best answer.

1. The first major farmers’ organization was the:
   A. Patrons of Husbandry
   B. Populists
   C. Farmers’ Alliance
   D. Progressive

2. The Farmers’ Alliance supported all of the following except:
   A. government regulation of the railroads
   B. cooperatives
   C. free coinage of silver
   D. high tariffs

3. Late 19th century farmers held specific grievances against:
   A. cooperatives
   B. railroads
   C. secret ballots
   D. free coinage of silver

4. Delegates to the Farmers’ Alliance convention in 1890 decided to form a new political part which was the:
   A. Greenback Labor Party
   B. Progressive Party
   C. Populist Party
   D. Grange Party

5. Which of the following men combined Populist rhetoric and policies with a new Democratic coalition?
   A. Robert La Follette
   B. William Jennings Bryan
   C. Oliver H. Kelley
   D. Theodore Roosevelt

6. Progressives, who were among the strongest critics of injustice in early twentieth-century America, received much of their inspiration from:
   A. the Democrat Party
   B. the Populist Party
   C. the Union Party
   D. the Republican Party

7. To regain the power that the people had lost to special interest groups, progressives advocated all of the following except:
   A. initiative
   B. recall
   C. referendum
   D. socialism
1900-1924 Progressive Movement At The Turn Of The 20th Century

Nebraska Department of Education
Content Area Standards

Social Studies Standards

8
SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.
SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

HS
SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.
SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.
SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.
SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.
SS HS.4.5 Apply the inquiry process to construct and answer historical questions.
Language Arts Standards

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).