



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

activities

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

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1 Progressives

Activity Grade Level

8

■ 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

2

Goals & Accomplishments

Activity Grade Level

8

■ 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

3 | 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

L1

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.

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; S 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

L1

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.

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.

Source: **Bryan. The Campaign of Eighteen Ninety-six, as Viewed at the Time by a Sixteen-Year-Old, etc.** Nebraska History. Vol. 77. Nos. 3 and 4. Fall/Winter. 1996. Pp. 124-128.

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?

L1

LESSON PLAN

The Progressive Movement
in Nebraska & the U.S.

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8 HS

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The Resources

Books

Cottrell, J. Barbara and Larsen, Lawrence H. **The Gate City: A History of Omaha**. Lincoln: University of Nebraska Press, 1997.

Naugle, Ronald C. and Olson, James. **History of Nebraska**. 3rd edition. Lincoln: University of Nebraska Press, 1997.

Magazines

"A Natural Partnership: Nebraska's Populists and Democrats and the Development of Fusion. *Nebraska History*. Vol. 56. Pp. 419-438.

Christensen, William E. "The Cross of Gold Reburnished: A Contemporary Account of the 1896 Convention." *Nebraska History*. Vol. 46. No. 3. September 1965. Pp. 225-234.

Coletta, Paolo E. "The Nebraska Democratic Campaign of 1910." *Nebraska History*. Vol. 52. No. 4. Winter 1971. Pp. 359-382. [Good discussion of Nebraska and national issues of interest to Progressives]

Gaster, Patricia. "Bix in Nebraska: A.L. Bixby and the 'Daily Drift'." *Nebraska History*. Vol. 78. No. 2. Summer 1997. Pp. 75-83.

"Grange and Reform." *Nebraska History*. Vol. 46. Pp. 158-159.

Hickman, Laura McKee. "Thou Shalt Not vote: Anti-Suffrage in Nebraska, 1914-1920." *Nebraska History*. Vol. 80. No. 2. Summer 1999. Pp. 55-66.

"Issues Behind." [The Populists]. *Nebraska History*. Vol. 50. Pp. 185-205. Abel Foundation, and the Nebraska Humanities Council.

Nebraska Trailblazer. William Jennings Bryan. No. 26. Nebraska State Historical Society.

"Patterns of Voting in Nebraska During the Populist Era." *Nebraska History*. Vol. 50. Pp. 185-205.

Paul, Andrea. "A Bully Show: Theodore Roosevelt's 1900 Campaign Tour Through Nebraska." *Nebraska History*. Vol. 73. No. 3. Fall 1992. Pp. 138-143.

Potter, James E. "Barkley Vs. Pool: Woman Suffrage and the Nebraska Referendum Law. *Nebraska History*. Vol. 69. No. 1. Spring 1988. Pp. 11-18.

Pratt, William C. "Lincoln Nebraska, and Prohibition: The Election of May 4, 1909." *Nebraska History*. Vol. 70. No. 2. Summer 1989. Pp. 184-200.

"Progressive Party, Reasons for Forming." *Nebraska History*. Vol. 47. Pp. 26-54.

"Progressivism, Relationship to Populism. *Nebraska History*. Vol. 46. Pp. 19; 160-161.

Rickard, Louise. "The Politics of Reform in Omaha." *Nebraska History*. Vol. 53. No. 4. Winter 1972. Pp. 419-446.

"The First Farmers Alliance in Nebraska. *Nebraska History*. Vol. 57. Pp. 243-247.

"The Nebraska Democrat Campaign of 1910." *Nebraska History*. Vol. 52. Pp. 359-379.

"The Presidential Election of 1900 in Nebraska: McKinley over Bryan." *Nebraska History*. Vol. 54. Pp. 560-584.

"Who Were the Nebraska Populists?" *Nebraska History*. Vol. 44. Pp. 83-99.

"William Jennings Bryan and His America." *Nebraska History*. Vol. 77. Nos. 3 and 4. Fall/Winter. 1996. Pp. 118-193. [Excellent resource that contains several political cartoons]

L1

LESSON PLAN

The Progressive Movement in Nebraska & the U.S.

Activity Grade Level

8 HS

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Internet Resources

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

Harp Week Elections Home Page. The Presidential Elections from 1860-1884
<http://elections.harpreweek.com/>

National Archives. Teaching With Documents: Political Cartoons Illustrating Progressivism and the Election of 1912
<http://www.archives.gov/education/lessons/election-cartoons/>

National Archives. Clifford Berryman Political Cartoon "Progressive Fallacies, 3/18/1912
<http://www.archives.gov/education/lessons/election-cartoons/images/progressive-fallacies.gif>

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

Nebraska Dept. of Education State Social Studies/History Standards.
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-StandardsFinal-11-2019.pdf>

Nebraska State Historical Society. <http://nebraskahistory.org/oversite/research.htm>

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 American Memory Collection. All Collections.
<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.
<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.
"Questions for Analyzing Primary Sources."
<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

L1

LESSON PLAN

The Progressive Movement in Nebraska & the U.S.

Activity Grade Level

8 HS

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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?

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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/en/1875-1899/roots-of-progressivism/>): “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	Robert M. La Follette	Australian ballot	nonpartisan
commission form of city government	William Jennings Bryan	The Farmers’ Alliance	Populist Party
direct election of senators	cooperatives	free coinage of silver	prohibition
Interstate Commerce Act	direct primary	Oliver H. Kelley	recall
national elections of 1896, 1900, 1904, 1908, and 1912	Eugene Debs	Patrons of Husbandry	referendum
	Grange	progressive movement	trust
	initiative	Progressive Party	woman suffrage
	monopoly muckrakers	Sherman Antitrust Act	

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.

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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:

General Scoring Rubric–Thematic Essay http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

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:

1. A	2. D	3. B	4. C	5. B	6. B	7. D
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8 HS

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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/> 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]

3. Access The National Archives "Teaching With Documents Lesson Plan: Political Cartoons Illustrating Progressivism and the Election of 1912" located at <http://www.archives.gov/education/lessons/election-cartoons/activities.html> and utilize one of the lessons to examine an issue related to the Progressive movement.

4. Access the Library of Congress website <https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=> 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/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

Progressive Movement Poem

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.

Source: **Bryan. The Campaign of Eighteen Ninety-six, as Viewed at the Time by a Sixteen-Year-Old, etc.** Nebraska History. Vol. 77. Nos. 3 and 4. Fall/Winter. 1996. Pp. 124-128.

Analyze a Cartoon

Meet the cartoon.

Quickly scan the cartoon. What do you notice first?

What is the title or caption?

Observe its parts.

WORDS

Are there labels, descriptions, thoughts, or dialogue?

VISUALS

List the people, objects, and places in the cartoon.

List the actions or activities.

Try to make sense of it.

WORDS

Which words or phrases are the most significant?

List adjectives that describe the emotions portrayed.

VISUALS

Which of the visuals are symbols?

What do they stand for?

Who drew this cartoon?

When is it from?

What was happening at the time in history it was created?

What is the message? List evidence from the cartoon or your knowledge about the cartoonist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this cartoon that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



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:

.....

6. Use of symbolism, irony, caricatures, etc.:

.....

.....

.....

7. Inferences you can make with reference to the author's opinion(s):

.....

.....

8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:

.....

.....

Interpreting Political Cartoons

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Guideline for Using Political Cartoons to Teach Social Studies Concepts

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.

Analyze a Video

Anticipate.

What is the title?

What do you think you will see?

Meet the video.

Type (check all that apply):

- | | | | | |
|-------------------------------------|--------------------------------------|--|--|--|
| <input type="checkbox"/> Animation | <input type="checkbox"/> Propaganda | <input type="checkbox"/> Promotional | <input type="checkbox"/> Training film | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> News report | <input type="checkbox"/> Informational | <input type="checkbox"/> Documentary | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Commercial | <input type="checkbox"/> Other | | | |

Elements (check all that apply):

- | | | | | |
|--------------------------------|--|------------------------------------|--|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Live action | <input type="checkbox"/> Narration | <input type="checkbox"/> Special effects | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Color | <input type="checkbox"/> Black and White | <input type="checkbox"/> Animation | <input type="checkbox"/> Dramatizations | |

What is the mood or tone?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	PLACES	ACTIVITIES

Write one sentence summarizing this video.

Try to make sense of it.

When is this video from?

What was happening at the time in history it was created?

Who made it?

Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this video that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Video

Anticipate.

What is the title?

What do you think you will see?

Meet the video.

Type (check all that apply):

- | | | | | |
|-------------------------------------|--------------------------------------|--|--|--|
| <input type="checkbox"/> Animation | <input type="checkbox"/> Propaganda | <input type="checkbox"/> Promotional | <input type="checkbox"/> Training film | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> News report | <input type="checkbox"/> Informational | <input type="checkbox"/> Documentary | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Commercial | <input type="checkbox"/> Other | | | |

Elements (check all that apply):

- | | | | | |
|--------------------------------|--|------------------------------------|--|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Live action | <input type="checkbox"/> Narration | <input type="checkbox"/> Special effects | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Color | <input type="checkbox"/> Black and White | <input type="checkbox"/> Animation | <input type="checkbox"/> Dramatizations | |

What is the mood or tone?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	PLACES	ACTIVITIES

Write one sentence summarizing this video.

Try to make sense of it.

When is this video from?

What was happening at the time in history it was created?

Who made it?

Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this video that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait Landscape Aerial/Satellite Action Architectural
 Event Family Panoramic Posed Candid
 Documentary Selfie Other

Is there a caption? yes no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Analyze a Poster

Meet the poster.

Quickly scan the poster. What do you notice first?

Observe its parts.

WORDS

Does it have a message printed on it?

Are there questions or instructions?

Does it say who created it?

VISUALS

List the people, objects, places, and activities in the poster.

What are the main colors used?

Are there any symbols?

Does the poster try to persuade mainly through words, visuals, or both equally?

Write one sentence summarizing this poster.

Try to make sense of it.

When is this from?

What was happening at the time in history this poster was created?

Who do you think is the intended audience?

Why was it created? List evidence from the poster that tells you this.

Use it as historical evidence.

What did you find out from this poster that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Sound Recording

Anticipate.

What is the title?

What do you think you will hear?

Meet the sound recording.

Type (check all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> Campaign Speech | <input type="checkbox"/> Policy Speech | <input type="checkbox"/> Speech to or in Congress |
| <input type="checkbox"/> Musical Performance | <input type="checkbox"/> Entertainment | <input type="checkbox"/> Press Conference |
| <input type="checkbox"/> Convention | <input type="checkbox"/> Court Arguments | <input type="checkbox"/> Testimony |
| <input type="checkbox"/> News Report | <input type="checkbox"/> Interview | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Podcast | <input type="checkbox"/> Other |

Elements (check all that apply):

- | | | | |
|---|------------------------------------|--|--|
| <input type="checkbox"/> Live broadcast | <input type="checkbox"/> Narration | <input type="checkbox"/> Commentary | <input type="checkbox"/> Studio recording |
| <input type="checkbox"/> Conversation | <input type="checkbox"/> Music | <input type="checkbox"/> Sound effects | <input type="checkbox"/> Background sounds |

What is the mood or tone?

Observe its parts.

List the people and topics you hear.

PEOPLE	TOPICS

Write one sentence summarizing this sound recording.

Try to make sense of it.

When is this sound recording from?

What was happening at the time in history it was created?

Who made it?

Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the sound recording or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this sound recording that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Progressive Movement Multiple Choice Worksheet

Name: Period No.:

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 party 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

Nebraska Department of Education Content Area Standards

Social Studies Standards

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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.

Nebraska Department of Education Content Area Standards

■ Language Arts Standards

8

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).