## 1875-1899
### Roots of Progressivism

### activities

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<th>grade level</th>
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1. **CREATE CAMPAIGN MATERIALS**
   Political Campaign

2. **GROUP PRESENTATION**
   Political Caucus

3. **WRITE A SONG**
   Songs for Progressive Beliefs

4. **PHOTOGRAPH ANALYSIS**
   William Jennings Bryan

- Resources
- Nebraska Department of Education Content Area Standards

[nebraska studies.org](http://nebraska studies.org)
activity
Create Campaign Materials

1. Divide class into groups of 2-3. Assign each group one of the following to research: Grange, Farmers’ Alliance, or Populists.

2. Have students read the text and watch the videos in the section, Roots of Progressivism, that begins at the following page: http://www.nebraskastudies.org/1875-1899/roots-of-progressivism/

3. Have each group make a list of the beliefs of their assigned group.

4. Re-arrange the class into three large groups. Students will be with others who researched the same topic. Within each group, students will divide the workload and create the following:
   • a campaign sign with a catchy slogan that promotes the beliefs of its group
   • a campaign button representing their party
   • a song that promotes their party’s beliefs
   • a speech to be given by one group member about their party

Nebraska Department of Education Content Area Standards

Social Studies
SS 8.1.6 Comprehension; SS 8.4.1; SS 8.4.4; SS 8.4.5; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts
LA 8.1.6 Comprehension; LA 8.4.1
Political Caucus

activity

Group Presentation

1. Before starting this activity, have students read the text and watch the videos in the section, Roots of Progressivism, that begins at the following page:
   http://www.nebraskastudies.org/1875-1899/roots-of-progressivism/

2. Divide your classroom into three sections and label them Grange, Farmers’ Alliance, and Populists. As students enter the class, tell them to pretend they are Nebraska farmers and go to the group whose beliefs they agree with most strongly.

3. Ask students the definition of “caucus”. Then, have them do just that for 7-8 minutes. During this time group members will highlight the beliefs of the organization that would benefit Nebraska farmers. Allow one student to speak positively about their group in front of the class and encourage others to join their group. Class members may choose to change groups after hearing the speeches.

Nebraska Department of Education Content Area Standards

Social Studies
SS 8.1.6 Comprehension; SS 8.4.1; SS 8.4.2; SS 8.4.4; SS 8.4.5; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts
LA 8.1.6 Comprehension; LA 8.4.1
activity

Write a Song

1. Before starting this activity, have students read the text and watch the videos in the section, Roots of Progressivism, that begins at the following page: http://www.nebraskastudies.org/1875-1899/roots-of-progressivism/

2. Have students write and perform a song that expresses the beliefs of the Grange, Farmers’ Alliance, or Populists. Use the tune of a familiar song.

   Examples:
   • Grange (sung to the tune of *Home on the Range*)
   • Farmers’ Alliance (sung to *Farmer in the Dell*)
   • Populists (sung to *Pop Goes the Weasel*)

Nebraska Department of Education Content Area Standards

Social Studies
SS 8.4.2; SS 8.4.4; SS 8.4.5; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts
LA 8.1.6 Comprehension; LA 8.4.1
William Jennings Bryan in Full Oratorical Splendor

activity

Photograph Analysis

1. Project or photocopy the photograph of William Jennings Bryan in the Roots of Progressivism section in the 1875 – 1899 timeline of Nebraska Studies.


2. Then have students complete the National Archives Photograph Analysis Worksheet at the end of this document.

3. Discuss as a class.

Nebraska Department of Education Content Area Standards

Social Studies | By the end of eighth grade, students will:
SS 8.4.4; SS 8.4.5; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts
LA 8.1.6 Comprehension; LA 8.4.1
1875-1899
Roots of Progressivism

Photograph Analysis Worksheet

Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html
National Archives: Photograph Analysis Worksheet

**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.

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<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?

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Social Studies Standards

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.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

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