

Name: _____

Date: _____

Speed Dating: The Reformers

Essential Question: To what extent did the Progressive reformers represent a new era in American history?

One important aspect of the historical thinking skill of periodization involves the ability to analyze and evaluate models that historians use to organize history into discrete periods. In this activity, you will evaluate various reformers in the Gilded Age and Progressive Era to determine to what extent Progressives mark a significant change from previous reformers. In this way, you will analyze the historical model of seeing the Progressive Era as a separate period from the Gilded Age.

Homework: You have been assigned a reformer. Using the assigned readings, complete the portion of the chart below for your assigned reformer.

Speed Dating Procedure:

Once you have become an expert on your reformer, you will be paired with other reformers to “meet” them in a speed dating fashion. The focus of this meeting is to determine if the other reformers are a “match” for you.

1. Consider whether they have a similar philosophy, goal, world view, or accomplishment. Take notes about what you learn about each of the reformers in your chart.
2. You should interact as your reformer. Have fun and embrace your character. At the same time, do not sacrifice content and evidence. You will need it for the next part of the activity.
3. You will get approximately 4 minutes for each round of speed dating. After 4 minutes you must move on to the next round. We will continue with “speed dating” rounds until each student/reformer has met all of the reformers in the room.
4. Once you have “met” all the reformers, choose the three reformers that are your best match and the three that you are least compatible with. Be sure to note WHY you came to your determination, including specific evidence.
5. Keep track of the period in which those people were active. Are you a Progressive reformer who matches more with Gilded Age reformers? Are all your matches in your period? We will consider in the discussion whether there are any distinguishing characteristics to Progressive reformers that warrant a special period.

<i>Name</i>	<i>Period of Activity</i>	<i>Main Philosophy/Outlook</i>	<i>Main Accomplishment</i>	<i>Is this person a match for me? Why or why not?</i>
Jane Addams				
Louis Brandeis				
Williams Jennings Bryan				
Eugene Debs				
W.E.B. DuBois				
Henry George				

<i>Name</i>	<i>Period of Activity</i>	<i>Main Philosophy/Outlook</i>	<i>Main Accomplishment</i>	<i>Is this person a match for me? Why or why not?</i>
Samuel Gompers				
Lewis Hine				
Mary Harris "Mother" Jones				
Florence Kelley				
Robert M. La Follette				
Charles Macune				

<i>Name</i>	<i>Period of Activity</i>	<i>Main Philosophy/Outlook</i>	<i>Main Accomplishment</i>	<i>Is this person a match for me? Why or why not?</i>
Carrie Nation				
Terence Powderly				
Jacob Riis				
Theodore Roosevelt				
Margaret Sanger				
Upton Sinclair				

<i>Name</i>	<i>Period of Activity</i>	<i>Main Philosophy/Outlook</i>	<i>Main Accomplishment</i>	<i>Is this person a match for me? Why or why not?</i>
Elizabeth Cady Stanton				
Ida Tarbell				
Frederick Winslow Taylor				
Booker T. Washington				
Ida B. Wells				
Frances Willard				

Only Yesterday: Characteristics of the 1920s

Essential Question: Is the decade of the 1920s deserving of its own historical time period?

Instructions: After you have created your Wordle from your *Only Yesterday* excerpt, you now are ready to begin organizing your terms into categories. You should have a minimum of three and a maximum of six categories to sort your terms. You **MUST** use **ALL** of the terms in your Wordle but you may place terms under more than one category. This is the next step in organizing your ideas to create an argument regarding the 1920s. Remember that your categories should help you answer the essential question above.

Category

Category

Category

Category

Category

Category

Only Yesterday: Generalizations about the 1920s

Essential Question: Is the decade of the 1920s deserving of its own historical time period?

In order to fully understand the era of the 1920s and how the decade may or may not constitute a distinct historical time period, you will work in your groups to formulate your own generalizations about the era.

Instructions:

- Using the information from your Wordle and category charts, create 3 to 4 generalizations about the 1920s.
- To test your generalization, you must generate a list of evidence both for and against your generalization. Use this step to think about why your generalization is still correct despite the evidence against it. This is a crucial step in preparing to address counter-argument in your essays.
- After developing your generalizations, your group should be prepared to share it out with the class. You must be prepared to support it using your evidence and defend against the evidence other students might muster against your generalization.

Generalization	Evidence For	Evidence Against
<p><i>Example: The 1920s were devoid of culture</i></p> <p>1.</p>		
<p>2.</p>		
<p>3.</p>		
<p>4.</p>		

