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Title: Imagining Progress: 1889-1920

Subject: Humanities 11

State: Washington

## COMPARING THINKERS/ACTIVISTS FROM THE PROGRESSIVE ERA

Consider how two different community leaders:

- Conceptualize progress
- Imagine the nation and nationalism in specific and different ways
- Center and/or erased different communities because of differences determined by race, class, gender/sexuality

By comparing two different thinkers/activists—or by placing them in conversation--we can see what makes each of them unique and also which communities their visions may have neglected or overlooked.

### Progressive Unit Guiding Questions

- *What was the early 20th Century Progressive movement and how does it imagine "progress?" For whom?*
- *What are the prominent ways that nationalisms (ideas or imaginations of national community) are expressed in this historical moment?*
- *How do considerations of class, race and gender challenge or complicate those visions?*

### SPECIFIC ASSIGNMENT GOALS:

- Demonstrate an understanding of two primary sources in the context of our case study and [larger course inquiry](#)
- Specifically compare definitions of progress and nationalism in two different primary sources
- Attend to how race, class and/or gender/sexuality shape different imaginations of nationalism (and who is “the nation”) in the Progressive Era

### STEP ONE: CHOOSE AND COMPARE

[Andrew Carnegie --The Gospel of Wealth](#) (1889)

[Frederick Douglass-The Reason Why](#) (1893)

[Booker T Washington and The Atlanta Compromise](#) (1895)

[Eugene Debs--The Socialist Party and the Working Class](#) (1904)

[Teddy Roosevelt-The New Nationalism](#) (1910)

[Emma Goldman-Anarchy: What it Really Stands for](#) (1917)

[Marcus Garvey-Declaration of Rights of the Negro Peoples of the World](#) (1920)

### DIRECTIONS:

**CHOOSE two of the primary sources** we studied during the course of this unit \* \* and place them in dialogue.

**THINK:** How do these different thinkers:

- Define progress (according to each author)
- Imagine the nation and nationalism in specific and different ways
- Center and/or erase different communities because of race, class, gender/sexuality

By placing these thinkers/activists in conversation (by comparing them), we can more easily see what makes each perspective unique *and* what communities may be neglected or overlooked.

**You have two different options to choose from:**

**Option #1: “Dialogue in an Imagined Setting”**

(1-1.5 pages, single-spaced)

Write a dialogue in which your chosen Progressive-era thinkers meet in an imagined location/setting. For example:

Imagine Eugene Debs and Emma Goldman organizing Starbucks or Amazon workers. Be a “fly on the wall” at their meeting at Kshama Sawant’s City Council office in Seattle or at a worker rally in Staten Island. (You can create any situation where their paths might cross!)

- *What kind of conversation would they have?*
- *What would their attitudes be towards our present conditions?*
- *Where would they agree and disagree, and on what terms?*

Imagine an actual conversation between Andrew Carnegie and Booker T Washington. How might this dialogue unfold?

- *What ideas/goals did these two leaders have in common? How might this meeting have come together? Where would it have taken place?*
- *What tensions or areas of disagreement could have emerged? How might they have navigated these?*

**No matter how you bring your leaders together—or what topics they discuss—their dialogue should reveal differences in the ways that they:**

- Define Progress
- Imagine the Nation
- Center (or erase) specific communities based on difference: race, class, gender/sexuality

(To avoid potentially insensitive representations or caricatures, stay with mostly current-day language and terminology, though in carefully-considered instances, using quoted language or characteristic terms from their original writing could be impactful. *Be sure to cite the source of the quote.*)

[Here are some guidelines which may help you format your dialogue--and shape your story.](#)

You can end definitively, with a bit of a twist, or in a way which gives rise to some questions.

### Rubric #1—Creative Version

Unit 1 Assessment--Creative Version		
Criteria	Ratings	Pts
<p>INTRO</p> <p>Begin with TWO BRIEF FACTUAL sketches of the life and work of each thinker (2-3 sentences each)</p> <p>ONE BRIEF SKETCH of your setting (like STAGE description)</p> <p>-----</p> <p>Begin your story!</p> <p>It often works best to begin abruptly--jump in!</p> <p>It is OK if the end is a bit open...</p> <p>The point is to meaningfully and entertainingly illuminate the similarities and differences between these thinkers.</p>		10 pts
<p>VISIONS</p> <p>Dramatic Situation sets up an encounter which would lead to a sharing of views.</p> <p>Situation can be set at the turn of the century. If you do this, pay attention to period detail.</p> <p>If you create an encounter in a modern setting, THINK CAREFULLY about how this thinker's views map on to our current moment.</p> <p>World views of each figure are accurately represented.</p>		10 pts
<p>COMPARISON-CONTRAST</p> <p>Significant differences/disagreements between the two thinkers emerge in a meaningful way.</p>		10 pts
<p>QUOTATIONS</p> <p>Dialogue, descriptions or characters' internal monologues include quotations from the primary sources.</p> <p>Primary sources are either paraphrased or directly quoted.</p> <p>Follow up with MLA-style quotes (Goldman 2)</p>		10 pts
<p>QUALITY</p> <p>Encounter is well-written and edited.</p>		10 pts
		Total Points: 50

**Option #2: Comparison Essay**  
**(1.5-2 pages, double-spaced)**

Write a formal, academic essay, comparing your two primary sources. Your essay will be three paragraphs (generally  $\frac{1}{2}$ - $\frac{3}{4}$  of a page long each) which will break down as follows:

**Intro Paragraph**

**Body Paragraph 1 should focus entirely on your first source:**

- How does thinker/activist #1 define progress? For whom?
- How does thinker/activist #1 imagine nationalism? Who is “the nation”?

**Body Paragraph 2 should focus entirely on your second source:**

- How does thinker/activist #2 define progress? For whom?
- How does thinker/activist #2 imagine nationalism? Who is “the nation”?

**Body Paragraph 3 should compare your two different sources:**

- How are their imaginations of progress different, given their focus?
- How are their imaginations of nation different, given their focus?
- How does comparing them helps us to see how they either center or erase certain communities based on difference: race, gender/sexuality, or class?

**WHEN QUOTING THE TEXT**

When citing a phrase or passage from the text, use MLA-style citation to refer to the page numbers.

For example: "the speech and thought of triumphant commercialism and the ideals of material prosperity" (DuBois 3)

or

As DuBois puts it, "the speech and thought of triumphant commercialism and the ideals of material prosperity" (3)

As you analyze the two texts, it's often useful to "embed" short phrases or passages from the text you are analyzing. *This strengthens the relationship between you as a critic and the text you are discussing.*

You can also analyze a longer block quote to support the point you are making. If you choose to include a passage longer than three lines, be sure to refer to specific phrases or ideas from the quote and comment on their impact and importance. (Quote the quote!)

End with a CONCLUDING THOUGHT!

## Rubric #2—Comparison Essay

Unit 1 Assessment--Comparing Visions of Progress and Nationalism		
Criteria	Ratings	Pts
Intro Both figures are introduced in a full, useful way. Intros include timeline and relevant detail Intro paragraph ends with a focused thesis sentence Thesis places points of convergence and divergence and places them in an interesting relationship to one another		10 pts
Body Paragraphs--Separate Paragraphs for Each Leader Topic Sentence opens with a specific argument--not with non-controversial historical fact. Paragraph summarizes the vision advanced by each speaker Relevant quotations from the text illustrate your claims These two paragraphs "set the stage" for the Comparison Paragraph to come		10 pts
Comparison Paragraph Topic sentence returns to the idea advanced in the thesis statement--relaunches it with vigor! Follow-up sentences explore the commonalities or contrasts identified in thesis statement. Examples and quotations illustrate your points		10 pts
Quotation Use Well-chosen passages from the texts are offered as evidence Context/introduction is provided for each quote. Quoted material is USED--reflected or commented upon. Avoid letting the quote do the talking for you; explain all ideas in YOUR OWN WORDS. Use quotes for their authority, emphasis, interest.		10 pts
Writing and Editing Paper will well-written and edited. Ends with a concluding thought.		10 pts
		Total Points: 50

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This lesson is the culminating assignment of a three-week unit on the Progressive Era in my Humanities 11 class. Homework during these three weeks includes the primary sources listed, in addition to secondary and tertiary sources.

I do a short lecture each week to frame the material. Every day in class, we discuss a different reading. Students also do mini research assignments to fill out their understanding of these figures and to educate each other about the times in which the Progressive movement unfolded. Students draw upon these readings and research in creating their dialogues and comparing their different views.

### WA State Standards for Teaching History

H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues.

H2.11-12.4 Analyze how cultural identity can promote unity and division.

H4.11-12.1 Examine and evaluate in detail a series of events in United States' history and explain how earlier events may also cause later ones.

H3.11-12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.

H3.11-12.2 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

H3.11-12.5 Evaluate how historical contexts shaped and continue to shape people's perspectives.

H3.11-12.6 Evaluate the ways in which the perspectives of those writing history shaped the history that they produced.

H3.11-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.