

Progressive Reforms – Resume Building

Directions: Students will research, and using historical imagination, create a resume for an assigned Reformer. Students will print out and bring a copy of the resume to class. Below is a list of reformers from which students will be assigned and their primary area of concern, the grading rubric and a sample of a resume.

Social Justice / Poverty / Health

1. Jane Addams
2. Ellen Gates Starr
3. Lillian Wald
4. Sigmund Livingston
5. James Vardaman

Women's Rights and Suffrage

6. Susan B. Anthony
7. Elizabeth Cady Stanton
8. Victoria Woodhull
9. Alice Paul
10. Lucy Burns
11. Carrie Chapman Catt

Economic Corruption / Consumer Protection

12. Ida Tarbell
13. Upton Sinclair

Labor / Worker's Rights

14. Terrence Powderly
15. Samuel Gompers
16. Eugene V. Debs
17. Florence Kelley
18. Louis D. Brandeis
19. Rose Schneiderman
20. William "Big Bill" Haywood

Morality / Behavior

21. Frances Willard
22. Billy Sunday
23. Carrie Nation

Political Corruption

24. Lincoln Steffens
25. Tom Johnson
26. Samuel M. Jones
27. Robert M. La Follette
28. Charles Evans Hughes
29. Hiram Johnson

Environmental Issues / Conservation

30. Frederick Law Olmstead
31. Teddy Roosevelt
32. John Muir
33. Gifford Pinchot

African American Rights

34. W.E.B. DuBois
35. Booker T. Washington
36. Janie Porter Barrett
37. Ida B. Wells
38. Margaret Murray Washington

Key Components of the Resume

Item	Points Total = 25 points	Information (The numbers listed next to each heading are to direct students to the key and should not be used when writing the resume.)
1	1	Include the full name of the reformer / Include Photo (if possible) and list the place of birth of the reformer
2	3	Explain the reformer's objective. What is the central problem that the reformer is trying to change? What do you they want to change about it? (2-3 sentences)
3	4	Present a short narrative synopsis of the reformer's life and accomplishments relating to their objective. (4-6 sentence paragraph)
4	2	Include relevant professional experience with dates when possible (should include education, jobs, organization membership, etc. in an organized list)
5	2	Include relevant major accomplishments with dates when possible(should include a short description of additional events they were involved in, laws passed, changes enacted, etc. in an organized list
6	3	Include a minimum of three references, all of whom should be on the list of reformers. There should be a brief biographical explanation of each person used as a reference and how they might be connected to your reformer.
7	4	Include a primary source, preferably created by the reformer to demonstrate an important aspect of their progressive ideology. Source and summarize the main idea of the source and include a brief excerpt of the source in the resume.
8	3	Include a bibliography with a minimum of three sources, one of which must contain a primary source. Must be in MLA format, sources in alphabetical order according to author's last name, or if not author, according to the first word in the title.
9	3	Grammar, overall style, creativity, neatness, and organization.
TOTAL		Comments:

PROGRESSIVE REFORMER NETWORKING EVENT NOTES

Directions: During the Reformer Networking Event, you must complete the following chart that deals with the concerns of the Progressives and Democratic reform and legislation that addressed these concerns. Working in groups, students should complete both the chart and the questions that follow the chart.

<u>Area of Concern</u>	<u>Names of Reformers</u> Interested in each area of concern	<u>Major Reforms and Accomplishments</u> initiated by Progressive Reformers. Ex. legislation passed, constitutional amendments, organizational structures created, other changes enacted



Mother Mary Harris Jones (1)

Cork, Ireland

Objective: To draw America's attention to the plight of the labor and to expose Americans to the poor conditions under which laborers toil. (2)

Summary: I have been a leading activist in the American labor movement. After the death of my husband and four children in a yellow fever epidemic in Tennessee in 1867, I moved to Chicago where I opened a dressmaking shop. Unfortunately, the Great Chicago Fire of 1871 destroyed my home and business. Following that tragedy, I dedicated my life to the union cause and became active as a strike organizer with both the Knights of Labor and the United Mines Workers. As a labor activist, I convinced many laborers to strike for better working conditions, higher wages, and shorter hours. Later I joined the Socialist Party, and in 1905 I was active in founding the Industrial Workers of the World, at the age of 73, I led a march from Philadelphia to Sagamore Hill on Long Island to confront President Theodore Roosevelt about the exploitation of children and the need to eliminate child labor. I have

been called the "Miners' Angel," and I am famous for saying, "Pray for the dead and fight like hell for the living." (3)

Professional Experience: (4)

1857 – 1861 Worked as a schoolteacher in Michigan and Tennessee

1867 – 1871 Owner of a Chicago dressmaking shop

1878 – Present Active as a labor organizer, particularly with the Knights of Labor and the United Mines Workers

Major Accomplishments: (5)

1902 Jailed in West Virginia for leading a miners' strike.

Called the "most dangerous woman in America" by West Virginia District Attorney Reese Blizzard. When I was arrested for ignoring an injunction banning meetings by striking miners, Blizzard said, "When she crooks her finger, twenty thousand contented men lay down."

1903 Organized the "Children's Crusade," a march from Kensington, Pennsylvania, to Oyster Bay, New York, the home of Theodore Roosevelt, with banners demanding "We want time to play!" and "We want to go to school!" This march brought the issue of child labor to the attention of the public.

1905 Helped found the Industrial Workers of the World, a radical labor union.

References: (6)

Eugene V. Debs Socialist and founder of the American Railway Union

Emma Goldman Socialist and anarchist who conspired to assassinate Henry Frick after the Homestead Steel Strike

John Spargo Progressive labor reformer and author of *The Bitter Cry of the Children*

Addendum: (7)

The following excerpt, "The March of the Mill Children," 1903, taken from material that I hope to include later in my autobiography, shows the sad plight of child labor:

In the spring of 1903 I went to Kensington, Pennsylvania, where seventy-five thousand textile workers were on strike. Of this number at least ten thousand were little children. The workers were striking for more pay and shorter hours. Every day little children came into Union Headquarters, some with their hands off, some with the thumb missing, some with their fingers off at the knuckle. They were stooped things, round-shouldered, and skinny. Many of them were not over ten years of age, the state law prohibited their working before they were twelve years of age.

The law was poorly enforced and the mothers of these children often swore falsely as to their children's age. In a single block in Kensington, fourteen women, mothers of twenty-two children all under twelve, explained it was a question of starvation or perjury. That the fathers had been killed or maimed in the mines.

Bibliography: (8)

Dictionary of American Biography. New York: Charles A. Scribner's Sons, 1964.

Kava, Beth Millstein and Bodin, Jeanne. *We, the American Women: A Documentary History*. Lincoln, Nebraska: Iuniverse,

Inc., 2001.

Young, Ralph F. *Dissent in America*. New York: Pearson Education, Inc., 2006.