

## Origins Of Progressivism Guided Answers

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Chapter 17 Section 1 Guided Reading The Origins Of ---

122 Guided Reading Workbook The Origins of Progressivism FOUR GOALS OF PROGRESSIVISM (Pages 306–309) What did reformers want? As the 1900s opened, reformers pushed for a number of changes. Together their efforts built the progressive movement. The progressive movement had four major goals: (1) to protect social welfare, (2) to

Name Class Date The Progressive Era Section 1 The Origins ---

The Progressives wanted change, and the Conservatives favored big business and the status quo or things staying the same. Section Guided Progressivism Under Taft Answers the progressive wing of his party, Taft signed the Payne-Aldrich Tariff, a compromise that only moderated the high rates of the Aldrich Bill.

This penetrating historical study traces the rise and fall of the theory of recapitulation and its enduring influence on American education. Inherently ethnocentric and racist, the theory of recapitulation was pervasive in the social sciences at the turn of the 20th century when early progressive educators uncritically adopted its basic tenets. The theory pointed to the West as the developmental endpoint of history and depicted people of color as ontologically less developed than their white counterparts. Building on cutting-edge scholarship, this is the first major study to trace the racial worldviews of key progressive thinkers, such as Colonel Francis W. Parker, John Dewey, Charles Judd, William Bagley, and many others. Chapter Summaries: “Roots” traces the intellectual context from which the new, child-centered education emerged. “Recapitulation” explains how racially segregated schools were justified and a differentiated curriculum was rationalized. “Reform” explores some of the most successful early progressive educational reforms, as well as the contents of children’s literature and popular textbooks. “Racism” documents the constancy of the idea of racial hierarchy among progressive educators, such as Edward Thorndike, G. Stanley Hall, and William Bagley. “Relativity” documents how scholars such as W. E. B. Du Bois, Carter Woodson, Horace Kallen, and Randolph Bourne outlined a new inclusive ideology of cultural pluralism, but overlooked the cultural relativism of anthropologist Franz Boas. “Refashioning,” examines the enduring effects of recapitulation on education, such as child-centered teaching and the deficit approach to students of color. “For American scholars, 'progressive education' is something of a talisman: we all give it ritual worship, but we rarely question its origins or premises. By contrast, race has become perhaps the dominant theme in contemporary educational studies. In this bold and brilliant study, Thomas Fallace uses our present-day racial lens to critique our historic dogmas about progressive education. We might not like what we see, but we should not look away.” —Jonathan Zimmerman, New York University “This is an important and provocative book. Fallace provides a thoughtful analysis of how race influenced the foundational ideas of progressive educators in America. He has made an important contribution to the history of curriculum and educational reform.” —William B. Stanley, Professor , Curriculum and Instruction, Monmouth University

The Jungle is a 1906 novel written by the American journalist and novelist Upton Sinclair (1878–1968). Sinclair wrote the novel to portray the lives of immigrants in the United States in Chicago and similar industrialized cities. Many readers were most concerned with his exposure of health violations and unsanitary practices in the American meatpacking industry during the early 20th century, based on an investigation he did for a socialist newspaper. The book depicts working class poverty, the lack of social supports, harsh and unpleasant living and working conditions, and a hopelessness among many workers. These elements are contrasted with the deeply rooted corruption of people in power. A review by the writer Jack London called it, "the Uncle Tom's Cabin of wage slavery." Sinclair was considered a muckraker, or journalist who exposed corruption in government and business. He first published the novel in serial form in 1905 in the Socialist newspaper, Appeal to Reason, between February 25, 1905, and November 4, 1905. In 1904, Sinclair had spent seven weeks gathering information while working incognito in the meatpacking plants of the Chicago stockyards for the newspaper. It was published as a book on February 26, 1906 by Doubleday and in a subscribers' edition.

In this important survey, an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant questions for its future. Presents a definitive introduction to the core areas of philosophy of education. Contains 20 newly-commissioned articles, all of which are written by internationally distinguished scholars. Each chapter reviews a problem, examines the current state of the discipline with respect to the topic, and discusses possible futures of the field. Provides a solid foundation for further study.

Examines the urge for progress and reform from 1890 to 1940, describes the motives of the reformers and the opposition they faced

This study recreates the intellectual climate and transatlantic setting of turn-of-the-century American reform. It examines the influence and meaning of German social thought and reform in the American Reform Movement prior to World War I. The American Progressives used the German theories in order to develop and establish new concepts of reform and to base democracy on principles other than possessive individualism, utilitarian ethics, and market ideology that liberalism held in stock. However, due to the war these reforms lost their radical character. In the end, the progressive quest for a broader sphere of public control, participatory models of reform, and social ethics yielded to the liberal model of regulation, business co-operation, and administrative efficiency, and to the moralistic agenda of prohibition and immigration control. "Axel R. Schöfer's fine study of what American progressives learned from their German counterparts adds to the growing literature illuminating the cosmopolitan breadth and ideological daring of turn-of-the-century reform. [👍] It is a testament to the argumentative force of this insightful work that it so clarifies and deepens the vital debate over the progressive legacy in our new Gilded Age." The Journal of American History "Schöfer did not intend to offer an exhaustive treatment; instead, he wished to show that part of progressive thought was not merely home grown, a relection of narrow, moralistic Protestantism (220), but had some German roots, too. This he did well, and readers may mine his chapters for other insights." German Studies Review "Axel R. Schöfer's kenntnisreiche, methodisch reflektierte und quellengesättigte Untersuchung legt die bis vor kurzem nur wenig beachteten transatlantischen Bezüge der ‚progressiven Bewegung‘ an der Wende vom 19. zum 20. Jahrhundert frei und bettet dieses, als ‚sehr amerikanisch‘ geltende Reformphänomen stärker in seinen weltlichen Gesamtzusammenhang ein. Schöfer wird daher nicht nur von Amerikaspezialisten mit Gewinn gelesen werden, sondern auch von Historikern, die sich mit interkulturellen Austauschprozessen beschäftigen." Das Historisch-Politische Buch "Selten jedenfalls ist die Krise des Progressivism im Ersten Weltkrieg so klar analysiert worden wie hier." Historische Zeitschrift "Anachronismen vermeidend und mit großer Fähigkeit zur Empathie zeichnet Schöfer die Motive und Vorstellungswelten der Akteure nach, ohne sie von vornherein zu verurteilen. Auf diese Weise gelingt ihm eine sehr differenzierte Darstellung." Neue Politische Literatur.

"Involving students in real historical problems that convey powerful lessons about U.S. history, these thought-provoking activities combine core content with valuable practice in decision making, critical thinking, and understanding multiple perspectives. O'Reilly - an experienced, award winning teacher - has students tackle fascinating historical questions that put students in the shoes of a range of people from the past, from the rich and famous to ordinary citizens. Each lesson can be done either as an in-depth activity or as a "quick motivator." Detailed teacher pages give step-by-step instructions, list key vocabulary terms, offer troubleshooting tips, present ideas for post-activity discussions, and furnish lists of related sources. Reproducible student handouts clearly lay out the decision-making scenarios, provide "outcomes," and present related primary source readings and/or images with analysis questions"--Page 4 of cover.

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