



DIVISION OF EDUCATION PROGRAMS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Summer Seminars and Institutes application guidelines at

<http://www.neh.gov/grants/education/summer-seminars-and-institutes>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials. The page limit for the narrative description is now **fifteen** double-spaced pages.

Project Title: Rethinking the Gilded Age and Progressivisms: Race, Capitalism, and Democracy, 1877-1920

Institution: Chicago History Museum

Project Director: Rachel Allmen

Grant Program: Summer Seminars and Institutes

**“Rethinking the Gilded Age and Progressive Era:  
Capitalism, Democracy, and Progressivisms, 1877 to 1920”**

**TABLE OF CONTENTS**

**2. Narrative**

Introduction	1
Intellectual Rationale: Content and Significance for Scholarship in the Humanities	1
Intellectual Rationale: Significance for Teaching	5
Project Content and Implementation	5
Humanities Content: Discussions and Field Experiences	6
Applications to Teaching	9
Project Staff and Faculty	11
Participant Selection	14
Publicity and Project Website	15
Professional Development for Participants	15
Institutional Context	15

**3. Budget**

<b>Appendix 4A: Detailed Course of Study</b>	4A.1
<b>Appendix 4B: Faculty and Staff Qualifications</b>	4B.1
<b>Appendix 4C: Letters of Commitment</b>	4C.1
<b>Appendix 4D: Sample Selection Rubric</b>	4D.1
<b>Appendix 4E: Correlation to the Common Core Standards</b>	4E.1
<b>Appendix 4F: Facilities Confirmation</b>	4F.1
<b>Appendix 4G: 2015 Evaluations</b>	4G.1

## **“Rethinking the Gilded Age and Progressivisms: Race, Capitalism, Democracy, 1877 to 1920”**

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*“This should be considered a model program – rich in scholarship and access to resources – singularly focused and professionally administered.” – Previous participant*

### **INTRODUCTION**

The Chicago Metro History Education Center (CMHEC), in partnership with the University of Illinois at Chicago (UIC) and Loyola University Chicago (LUC), propose to convene for a fourth summer its institute titled “Rethinking the Gilded Age and Progressivisms: Race, Capitalism, Democracy, 1877 to 1920.” From June 25 through July 21, 2017, thirty school teachers will deepen their knowledge and understanding of this crucial period through readings, discussions, lectures, inquiries into primary sources, and exploration of landmark historical and cultural resources in Chicago. The institute advances the NEH’s “The Common Good” initiative by creating an intellectual space where teachers may contemplate and debate how individuals and groups defined, reformed, and contributed to a vision for American democracy, opportunity, and culture during a period when radically different perspectives often dominated the public political and cultural discourse.

In addition to attracting top scholars and institutional partners to deliver rich humanities content, the leadership team brings proven skills in helping teachers apply what they learn in a classroom context. Participants will leave the institute with deep knowledge about the history and culture of the Gilded Age and Progressive Era (GAPE), along with classroom-ready teaching materials rooted in their own inquiries.

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### **INTELLECTUAL RATIONALE**

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This institute provides a forum for school teachers to explore the most recent thinking about the GAPE. Intriguing and important debates about late 19<sup>th</sup>- and early 20<sup>th</sup>-century politics have reinvigorated the scholarship of the period. On the front end, historians such as Rebecca Edwards

have argued that the label “Gilded Age” is an irresponsible caricature that offers a one-dimensional perspective on an era that, despite its extremes of wealth and poverty and corrupt politics, witnessed plenty of vigorous efforts at political reform. Other scholars have argued against Edwards’ revision, contending that the concept of “Gilded Age” not only well captures the inequalities and corruptions of that era, but also provides a useful comparison with other possible Gilded Ages (including, possibly, our own).

Maureen Flanagan has argued that scholars must put to rest the idea that “progressivism” was a unitary entity. Rather, the early 20<sup>th</sup> century brought about a profusion of reform activities, many of which contended with and even contradicted each other. A suffragist chaining herself to the White House gates and the occupant of that White House were both “progressives” fighting for their different visions of justice and democracy. Such a pluralization of progressivism looks well beyond the standard portrait of a middle-aged, middle-class white man as the quintessential Progressive and presents a much broader range of people as full actors in the dramas of progressivism. On the other hand, scholars such as Michael McGerr have continued to argue for the utility of a singular, cohesive (and often repressive) middle-class progressivism.

The institute builds on these insights and debates in two ways. First, it presents history as interpretations to be explored, challenged, and debated. By participating in the historiographical discourse themselves, teachers not only experience how scholars grapple with the past, but also learn how to bring such conversations into their own classrooms. Second, the institute extends the themes and people usually examined in the GAPE. While teachers will re-encounter Theodore Roosevelt, Woodrow Wilson, and antitrust policies, they also will rethink the period as they consider minority groups, women, immigrants, and working-class people as agents of reform, not merely subjects.

“Rethinking” presents three central themes—*race*, *capitalism*, and *democracy*—that will create conceptual coherence for the institute. The concept of *capitalism* is one of the most important

throughout American history. We will investigate the specific trends and conflicts that led to the birth of a modern capitalist society from the 1870s to the 1910s and examine the rise of corporations—not just for what they meant in terms of material goods but also for the ways in which they reconfigured classical American ideals of personhood and politics. We also will work to reconcile the simultaneous explosion of economic growth, technological invention, consumer goods, and material well-being of the period with the era’s systemic inequality, exploitation of workers, and immigrant misery. The question remains whether the nation was best served by a set of “captains of industry” who, through their innovation, would bring prosperity to the country, or whether the new capitalist order was a troubling departure from the country’s previous traditions of equality. The enduring salience of this question still matters to teachers more than a century later.

Closely related to the issue of capitalism during the period was the issue of *democracy*. Could the nation’s democratic traditions survive or even thrive in the new era, or did the transformed political economy represent a fundamental threat to the rule of the people? A dramatically varied set of actors attempted to answer this question. The corporate chieftains, political elites, and middle-class reformers who have served as the traditional focus of Progressive Era scholars certainly voiced their visions, yet the era’s multitude of social movements—from the Knights of Labor to the Populists to the National American Woman Suffrage Association to the National Association for the Advancement of Colored People—brought workers, immigrants, and African Americans into the conversation about democracy in ways that were fundamentally new. At stake, ultimately, would be the most important question of democracy: how would the people truly rule? Would it be through a renewal of a cleaner and less corrupt system of political representation, or through a more direct democracy? Would it be through a more active government—one prepared to intervene in a greatly expanded set of areas of life, ranging from the economy to public health to moral affairs, or through a government that sought above all to expand individual personal liberty? And how would the

country's civic realms accommodate the rising claims for equality on behalf of groups newly arrived as well as groups that had long been excluded, such as women and minorities?

Deeply enmeshed with these issues of capitalism and democracy was the centrality of *race* to the GAPE's politics, society, and culture. The period, often called the "nadir" of race relations and African-American status in US history, witnessed a horrifying epidemic of lynching and the imposition of Jim Crow. At the same time, the GAPE, saw the birth of modern black politics with the formation of such organizations as the NAACP. This history used to almost literally be segregated from the main contours of the era, told in separate but supposedly equal measures. More recently, however, scholars have worked to integrate these historical worlds. Why, for instance, isn't W.E.B. DuBois considered a model Progressive along with Wilson and Jane Addams? Moreover, historians have pushed for a fuller integration of race beyond the standard black-white binary into the narrative of this period, with consideration of, for example, the American Indian experience of assimilation and resistance. Rethinking the era also has involved considering the fluidity and historical contingency of race; that is, to what extent "whiteness" is a valuable concept for exploring, in particular, the European and Mexican-American ethnic experience.

The historical discipline serves as the foundation for our explorations of these themes, but we will also approach the past through engagement of other realms of the humanities. We will read literature (Doctorow's *Ragtime* and Sinclair's *The Jungle*), explore music (*Ragtime*, both as novel and film, as well as *Jazz* by Ken Burns), examine performance, film, art, and architecture, and investigate the philosophy of the period (in particular, John Dewey). We will actively connect these different modes of thinking and representation in the context of the institute's major themes. For example, we will discuss the extent to which ragtime and jazz represent the era's democratization as well as reveal continued patterns of exploitation and oppression. We will also consider the extent to which Chicago's architecture was a burst of innovation that also reflected the period's power relations.

The institute offers the opportunity for teachers to explore recent scholarship on the GAPE, arguably one of the most transformative moments in American history—when America became truly modern and so many of its intellectual and political legacies remain alive today. The fruits of such exploration include a more complex humanistic appreciation of the era along with lessons in civic engagement that teachers and their students might carry forward to the present.

### **Significance for Teaching**

Of course, content knowledge is not enough on its own. School teachers must also be able to successfully pair a strong grasp of the content with excellent teaching. The resultant pedagogical content knowledge encompasses teaching practices and strategies that are specifically tailored to best teach a particular body of content. The institute reinvigorates and enhances teachers’ knowledge of the period, thereby equipping teachers to address important, contentious issues through a rich diversity of materials in civil, collegial, and empathetic ways.

The “Applications to Teaching” sessions will directly address a number of Common Core State Standards such as reading for key ideas and details, analyzing and synthesizing sources, and writing arguments focused on evidence. (See Appendix 4E.) Also, because the institute content deals with issues of citizenship, political reform, economic change, and immigration, the staff will work with the teachers to bring the summer’s conversations back into the classroom so that students across the country can engage in discussions about what constitutes “the common good” for Americans.

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## **PROJECT CONTENT AND IMPLEMENTATION**

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*“This experience fundamentally changed my thinking of this time period. Consequently, I am leaving with a deep appreciation for the influence of the progressive era on American history, which will in turn inform my teaching practice. Also, the professors and other participants gave me many tools to use when teaching this [topic].”*

The Course of Study builds upon partnerships among the leadership team, prominent humanities scholars in Chicago and across the nation, and local historical and cultural institutions.

The major intellectual foundation of the institute will be seminars where teachers critically analyze 75-100 pages of *primary and secondary sources* in sessions facilitated by guest scholars. To stimulate dialogue, participants will be divided into two smaller groups when appropriate to allow for deeper engagement with scholars, each other, and the readings. Research opportunities are interspersed throughout the program for teachers to conduct their own inquiries in archives and historic places. Additionally, the program integrates literature and film through book discussions and a film series. Finally, Robert Johnston will lead brief daily and longer weekly sessions designed to synthesize ideas and place the seminars, field experiences, readings, and films in broader intellectual context. (See Appendix 4A.)

### **Humanities Content: Seminars and Field Experiences**

Based on multiple types of evaluations from 2013 and 2015 participants, the team determined that the overall content and structure of the institute should be retained, with minor scheduling changes and a few program additions.

**June 25:** The institute opens with a welcoming orientation and a bus tour on “Urban Planning and the City Beautiful” by **Diane Dillon**. The tour will provide an opportunity for the teacher-scholars to meet the city and each other, and also to consider the role of architecture as an expression of the GAPE culture.

**June 26: Robert Johnston** will use readings from Rebecca Edwards and Glen Gendzel to facilitate an introductory seminar that explores the main scholarly debates about the years from 1877 to 1920, focusing on the fundamental question, “How democratic was this period?”

**June 27-28: Jeff Helgeson** will lead a bus tour of Chicago’s labor history during the period. The tour will include national landmarks such as Pullman, Haymarket, the Stockyards, and Bronzeville. He also will present the online [Labor Trail](#) for classroom use. The day will end with a screening of the film *Ragtime*, in anticipation of the next day’s discussion of E.L. Doctorow’s



historical novel with **Robert Johnston**. The discussion of the novel will focus on how well *Ragtime* illuminates the political dynamics of the period and how fiction relates to scholarly narratives.

**June 29: Daniel Greene** will conduct a seminar on “Immigration and the New Culture and Politics of the Progressive Era.” He will address how American diversity was imagined and why immigration became such a pressing social problem in the Progressive Era. The day will include an online exploration of the Newberry’s digitized WPA project, the [Foreign Language Press Survey \(FLPS\)](#), and *Becoming Americans in Chicago*, a reader of teaching resources for the FLPS created by teachers involved in previous NEH Faculty Humanities Workshop led by Oppenheim.

**June 30: Leon Fink** will conduct a seminar on “Labor and Class Conflict during the Long Gilded Age” using selections from his latest book and excerpts from *Major Problems in the Gilded Age and Progressive Era*. He will explore the changing nature of work in the US, the origins of social conflict at the workplace, and the basic logic and shifting strategy of the American labor movement.

**July 3:** In “Capitalism, Corporations, and the Money Question in the Gilded Age and Progressive Era,” **Jeffrey Sklansky** will focus on the corporate reorganization of capitalism during the period and why that question loomed so large over American politics and culture.

**July 5: Benjamin Johnson** will investigate the definition of “conservation” and how conservationists sought to change American culture. The day on “Conservation and the American Landscape” also will feature a screening of selections from the *National Parks* series by Ken Burns.

**July 6:** In “The Fight for America’s Progressive Future,” **Cecelia Tichi** will use her influential book *Civic Passions* as a springboard for considering issues of inequality and social reform a century ago—and how the voices of reform might continue to speak to us today. Her session will be held in the Prairie Avenue Historic District, which was a central neighborhood of the city’s elite during the GAPE. A house tour is included.

**July 7: Marcia Chatelain** will introduce the young women and girls of the Great Migration whom historians have placed at the margins of Progressivism or as objects of reform, not as agents and subjects. Her ground-breaking work uses contemporary sociological interviews to re-consider migrant lives and ideas of gender, citizenship and democracy.

**July 10: Robyn Muncy** will explore women's political activity during the GAPE, asking teachers to consider to what extent women engaged in politics far outside the realm of the most classic reform of the era, woman suffrage. Muncy will also ask to what extent suffrage divided as much as united women, particularly in terms of racial exclusion. In addition, educators of the **Jane Addams Hull-House Museum** will lead a private tour of this landmark and conduct a discussion about Gender and Sexuality issues during the Progressive Era.

**July 11:** The formation of ethnic identity among European immigrants and the process of Americanization will be the focus of **James Barrett** in his enlightening re-reading of *The Jungle* by Upton Sinclair. In addition, teachers will spend time in the **Special Collections Department of the UIC Library**, a treasure trove on the Hull-House and numerous Progressive Era reformers. During this field experience, archivists will introduce how to do research in an archives, and participants may begin their own inquiries on key organizations and persons of the period.

**July 12: Jonathan Zimmerman** will engage teachers in a discussion of "Education and Democracy in the Progressive Era" by exploring the origins of the campaign for "progressive education," how it compared to other movements, how concepts of educational leadership changed during these years, and how to consider its legacy.

**July 13: K. Tsianina Lomawaima**, will investigate the complex relationship between Progressivisms and Indian life and politics. While some reformers advocated the kind of assimilation that sought cultural extinction, others emphasized the oppression of Native Americans. Indians themselves adopted numerous Progressive political sensibilities and modes of organization.

**July 14:** In “Lynching in American Life and Culture in the GAPE,” **Kidada Williams** will use a host of literary and visual documents, as well as contemporary scholarship, to explore the ways that lynching was both the primary racial “spectacle” of the period and the most murderous way to enforce white supremacy—with legacies that continue to the present day.

**July 18: Raul Ramos** will introduce teachers to the world of the Mexican-United States borderlands, a fundamental crucible for contemporary conceptions and practices of race. This session will explore the multi-faceted Mexican-American response to national incorporation and race in areas ranging from public health to the law.

**July 19: Amma Y. Gharthey-Tagoe Kootin** will lead a session on “Race Displayed: African-Americans and the 1901 Pan-American Exhibition.” Through an examination of the archived material from the fair, Gharthey-Tagoe Kootin will explore how scripted, directed, and rehearsed race representations shed light on DuBois’s now-classic notion of “double consciousness.”

**July 20:** In “Race, Gender and World War One,” **Adriane Lentz-Smith** will explore issues related to African-Americans as participants in--and objects of—reform, the place of World War I in the long civil rights movement and the formation of modern gender norms.

**July 21:** As the capstone to the institute, **Johnston** will close the scholarly discussions by asking teachers to synthesize the texts and discuss ideas they have examined across the institute. Using his recent essay in *American History Now* and an opposing argument from Linda Gordon, he will revisit the issue of whether or not the US became more or less democratic during the GAPE.

### **Applications to Teaching**

*“The master teachers and colleagues taught me a multitude of teaching strategies that I have already begun to employ in my classroom and I cannot emphasize enough how much I have grown as a teacher because of these people.”*

“Applications to Teaching,” led by Charles Tocci, Director of Teacher Support, in collaboration with Master Teacher Michael Biondo, will convene twice weekly to work with teachers on ways to use the resources and experiences from “Rethinking” to engage their classrooms in the

rich and relevant debates of the GAPE. Participants will be grouped based on such commonalities as interests, subjects taught, and grade levels. Because it has been observed that newer teachers often had strong familiarity with more recent literature and technological tools while experienced teachers had broad repertoires of strategies to stimulate critical thinking in the classroom, the “Applications” co-leaders will encourage groups to intermingle based on longevity in the profession.

Teachers across grade levels have agreed that an inquiry-based approach to teaching develops students’ content knowledge and critical-thinking skills as well as increases student engagement in their education. Therefore, in addition to serving as a space and time for participants to discuss the key concepts and content *as teachers*, the sessions will emphasize learning through inquiry. Tocci and Biondo will focus on specific teaching practices and digital tools that support the inquiry approach, and participants will experience the methods themselves as they conduct their own research and develop educational materials as their final products.

The four weeks are organized as: **Week One: Designing Instruction for History Rethought:** orienting teachers; identifying interests. **Week Two: Designing Instruction:** teaching primary sources; tech tools and resources for teachers. **Week Three: Designing an Inquiry:** research, analyzing primary and secondary sources; organizing document sets. **Week Four:** research, creation, and presentation of final projects. Some participants in 2015 asked for improved frontloading of the “Applications” plans and expected final product, which has been addressed in the 2017 syllabus and will be emphasized by Tocci and Biondo.

The goals of “Applications to Teaching” are: (1) create a space for teachers to debrief on content as educators, (2) learn and share instructional strategies related to inquiry (e.g., analyzing primary sources, contextualizing, corroborating, weighing multiple perspectives, and forming interpretations supported by evidence), (3) contribute to making document sets by sharing sources from individual research to augment sources already supplied, and (4) develop a unit or series of

lessons that reflect teachers' inquiry work and the "Rethinking" content. The teachers' products will be presented on the last day of the institute. Selected lessons will be edited for public dissemination and the document set will be posted on the password protected area of the project website.

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## PROJECT STAFF AND FACULTY

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The institute benefits from the leadership team's considerable experience collaborating and coordinating professional development programs that emphasize new scholarship, foster quality teaching, and highlight Chicago's rich historical and cultural resources. In the past 10 years they have worked together on several NEH institutes, TAH grant programs, and the Chicago Metro History Fair (National History Day affiliate).

**Robert Johnston** will serve as the Academic Director. A leading scholar of this period and co-editor of the *Journal of the Gilded Age and Progressive Era*, Johnston will determine the historical content to be addressed in the program, conduct seminars in his areas of expertise, and recruit the guest faculty. Johnston will also provide participants an intellectual framework for their inquiry by providing daily introductions and weekly synthesis discussions. He will also facilitate discussions analyzing the relationship between historical novels and film and the literature of the GAPE. Johnston has served as the academic director for three Teaching American History grant programs and has served as an instructor in more than twenty other TAH projects as well as a wide range of other K-12 professional development programs. He is Professor of History and Director of UIC's Teaching of History program. He authored *The Radical Middle Class: Populist Democracy and the Question of Capitalism in Progressive Era Portland, Oregon*, which won the Social Science History Association President's Book Award, and is editor or co-editor of three volumes of scholarly essays. His middle school US history textbook, *The Making of America: The History of the United States from 1492 to the Present*, won the *School Library Journal* Best Book of the Year Award. He has also received several awards for his teaching.

Project co-director **Lisa Oppenheim** will assume primary responsibility for overall program coordination, logistics, and the participation of external partners at historical and cultural organizations. Oppenheim has served as the project director of numerous national grant programs, including TAH grants, a NEH Landmarks and Culture Summer Workshop, and three NEH Faculty Workshops. She is also the Director of the Chicago Metro History Fair, a 39-year-old history education program for teachers and students in grades 6-12. She was named the 2005 National History Educator of the Year by National History Day.

**Charles Tocci**, Assistant Professor of Education at Loyola University, will serve as Director of Teacher Support. In this capacity, Tocci will facilitate “Applications to Teaching” discussions, coordinate arrangements for a university credit option, supervise teacher projects, and oversee dissemination efforts to ensure that products created through the institute are shared widely. Tocci, a former high school history teacher, currently teaches in LUC’s teacher preparation program with expertise in secondary social studies, literacy and inquiry-based instructional reform initiatives.

**Michael Biondo** will collaboratively plan and facilitate the “Applications” sessions and support teachers in designing classroom materials. He earned master’s degrees in History from Northeastern Illinois University and in School Leadership from Concordia University Chicago. Biondo is a social science teacher and building instructional coach at Maine South High School, and in 2016, he was awarded the Illinois National History Day High School Teacher of the year. Biondo has served as co-director of an action research cohort and has presented at national and local conferences on staff development, cooperative learning, formative assessment, and classroom technology.

All visiting faculty members have confirmed their intention to participate (see Appendices 4B and 4C): **James Barrett** is Professor of History and Professor of African-American Studies at the University of Illinois. Barrett is the author of *Work and Community in The Jungle: Chicago’s Packinghouse Workers, 1894-1922* and an annotated version of Sinclair’s classic novel. **Marcia Chatelain**,

Associate Professor of History at Georgetown University, is the author *South Side Girls: Growing up in the Great Migration* and other scholarly work as well as articles for the public. Art historian **Diane Dillon** is Director of Exhibitions and Major Projects at the Newberry Library. **Leon Fink**, Professor of History at the University of Illinois, has authored many books and articles in GAPE history, including *Major Problems in the Gilded Age and Progressive Era* and *Progressive Intellectuals and the Dilemmas of Democratic Commitment*. **Daniel Greene**, adjunct professor of history at Northwestern University and Guest Curator at the US Holocaust Museum, authored *The Jewish Origins of Cultural Pluralism: The Menorah Association and American Diversity*. **Amma Y. Gharthey-Tagoe Kootin** is Assistant Professor of Theater at the University of Georgia with a joint appointment in the Institute of African-American Studies. In addition to publishing scholarly articles, she has produced award-winning documentaries and is in production of a historical musical. **Jeff Helgeson**, Assistant Professor of History at Texas State University, is the author of *Crucibles of Black Empowerment: Chicago's Neighborhood Politics from the New Deal to Harold Washington* and former administrative director of the Labor Trail. **Benjamin Johnson**, Associate Professor of History at LUC, co-editor of the *Journal of the Gilded Age and Progressive Era*, has written extensively on the history of the US-Mexico Borderlands and the American West, including "Escaping the Dark, Gray City": *How Conservation Remade City, Suburb, and Countryside in the Progressive Era*, and co-edited *Major Problems in the History of North American Borderlands*. **K. Tsianina Lomawaima**, is Professor of American Indian Studies at Arizona State University. Among her work is *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*. **Robyn Muncy**, Professor of History at the University of Maryland is the author of numerous books on reform including, *Creating a Female Dominion in American Reform* and *Josephine Roche and Progressivism in 20<sup>th</sup> Century America*. **Raul Ramos**, Assistant Professor of History and Ethnic Studies at the University of Houston. **Jeff Sklansky**, Associate Professor of History at UIC, is author of *The Soul's Economy: Market Society and Selfhood in American Thought, 1820-1920* and

articles on the intellectual and social history of American business. **Adriane Lentz-Smith**, Associate Professor of History at Duke University, is the author of *Freedom Struggles: African Americans and World War One*. **Cecelia Tichi** is Professor of English and American Studies at Vanderbilt University and author of *Civic Passions: Seven Who Launched Progressive America*, and *Exposes and Excess: Muckraking in America, 1900/2000*. **Kidada Williams**, Associate Professor of History at Wayne State University, is the author of *They Left Great Marks on Me* among other scholarly and publically-oriented work. **Jonathan Zimmerman**, Professor of History and Director of the History of Education Program at New York University, has written several books about educational history as well as articles for the public.

External partners committed to “Rethinking” are the Chicago History Museum, the Glessner House, UIC Special Collections Library and Hull-House Museum, and the Newberry Library.

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## **PARTICIPANT SELECTION**

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Thirty K-12 teachers will participate in the institute. In addition to reaching out to excellent applicants who could not be accommodated in 2013 or 2015, we will recruit nationally in newsletters and discussion lists reaching teachers in all areas of the humanities, including National History Day, Council on American Studies Education, National Council for the Social Studies, National Council for History Education, National Council of Teachers of English, Association for Middle Level Education, H-Net, and state humanities and social studies councils and departments of education. Many former participants will help promote the institute within their own teacher networks.

Per NEH guidelines, applicants will submit a resume and brief essay explaining their interest in the program and the expected impact on their teaching. Using a rubric proven effective in previous participant selection (Appendix 4D), the committee will seek diverse teachers whose participation will create a community of learners ready to engage in thoughtful, scholarly discussions and



pedagogical content knowledge. Oppenheim will lead teacher recruitment and convene a selection committee comprised of Johnston, Tocci, Biondo, and one additional scholar.

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### **PUBLICITY AND PROJECT WEBSITE**

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Key themes, readings, project information, and support material are available at the institute website [www.gildedandprogressive.org](http://www.gildedandprogressive.org). We continue to develop the website so that curricular material submitted by teachers may be vetted, edited, and then posted along with the primary source materials on which these lessons are based.

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### **PROFESSIONAL DEVELOPMENT FOR PARTICIPANTS**

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Upon completion, teachers will receive a certificate specifying the institute’s content, professional development activities, and contact hours. Teachers can use this information to request continuing education units or professional development credits from their home school districts. All participants will also have the option to register for a three-credit graduate social studies methods course through Loyola.

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### **INSTITUTIONAL CONTEXT**

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“Rethinking the Gilded Age and Progressive Era” will be hosted by the UIC Department of History, one of the top 20 schools in the country for research and teaching in 20th-century American history. UIC’s campus is located in central Chicago near major transportation avenues. Participants will stay in the university’s affordable South Campus student housing. The air-conditioned accommodations include private bedrooms with shared living space, kitchens, and bath. Grocery stores and many restaurants are nearby. (See Appendix 4F.)

2017 SCHEDULE AT-A-GLANCE

“Rethinking the Gilded Age and Progressivisms: Race, Capitalism, and Democracy, 1877 to 1920”

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6/25 Opening Orientation and Tour <b>Urban Planning and the City Beautiful Movement</b> <b>Architecture Tour</b> <i>Diane Dillon, Newberry Library</i>	6/26 Introduction to the Gilded Age and Progressive Era (GAPE) <i>Robert Johnston, UIC</i> <b>Applications to Teaching</b> (UIC Orientation <b>stop by Spec Colls</b> )	6/27 <b>Bus Tour of Chicago’s Labor and Working Class History,</b> Explore Digital “The Labor Trail” <i>Jeff Helgeson, Texas State University</i> <b>Film: Ragtime</b>	6/28 <b>Film/Book Discussion: Ragtime</b> <i>Robert Johnston, UIC</i> <b>Applications to Teaching</b>	6/29 Immigration and the New Culture and Politics of the Progressive Era <i>Daniel Greene, Northwestern University, USHM</i> Explore Digital FLPS	6/30 Labor and Class Conflict in the Long Gilded Age <i>Leon Fink, UIC and Greene with Newberry</i> <b>Collections on Immigration</b> <b>Newberry as location</b> <b>Historical Synthesis</b>	7/1
7/2	7/3 Capitalism, Corporations, and the Money Question in the GAPE <i>Jeff Sklansky, UIC</i> <b>Chi History Museum</b> <b>Applications to Teaching</b>	7/4 <b>Independence Day</b>	7/5 The American Landscape and Conservation <i>Ben Johnson, Loyola University Chicago</i> <b>Films: Burns’ National Parks</b>	7/6 Fight for America’s Progressive Future <i>Cecelia Tichi, Vanderbilt University</i> <b>Glessner House, Prairie District Tours</b>	7/7 South Side Girls in the Progressive Era <i>Marvia Chatelain, Georgetown University</i> <b>Historical Synthesis</b>	7/8
7/9	7/10 Women and Political Activity in the Progressive Era <i>Robyn Muncy, University of Maryland CP</i> <b>Progressivisms Chicago: UIC Special Collections</b> <i>Peggy Glowacki, UIC</i>	7/11 Class, Race, and Ethnicity in the Process of Becoming American, 1880-1920 <i>James Barrett, UIUC</i> <b>Gender and Sexuality in the GAPE and Hull-House Museum Tour</b> <b>Applications to Teaching</b>	7/12 Education and Democracy in the Progressive Era <i>Jonathan Zimmerman, NYU</i>  <b>Applications to Teaching</b>	7/13 American Indians in the GAPE <i>K. Tsianina Lomawaima, Arizona State University</i> <b>Films: Burns’ Jazz and Unforgiveable Blackness</b>	7/14 Lynching in American Life & Culture During the GAPE <i>Kidada Williams, Wayne State University</i> <b>Historical Synthesis</b>	7/15
7/16	7/17 <b>Film Forum: Iron-Jawed Angels</b> <b>Applications to Teaching</b>	7/18 The Making of the US-Mexico Borderlands <i>Raul Ramos, University of Houston</i>	7/19 1901 Exposition <i>Amma Ghartey-Tagoe Kootin, University of Georgia</i> <b>Applications to Teaching</b>	7/20 Race, Gender & WW1 <i>Adriane Lentz-Smith, Duke University</i>	7/21 Re-Thinking the Gilded Age and Progressive Era <i>Robert Johnston, UIC</i> Final presentations Evaluations, Closing	

**DETAILED COURSE OF STUDY**  
**“Rethinking the Gilded Age and Progressivisms: Race, Capitalism, and Democracy, 1877 to 1920”**

Date	Afternoon/Evening	
<p style="text-align: center;">Sunday 6/25</p>	<p>Participants with limited knowledge of the Gilded Age and Progressive Era are strongly encouraged to read two introductory texts prior to the beginning of the institute. These texts are:</p> <ul style="list-style-type: none"> <li>• Rebecca Edwards, <i>New Spirits: Americans in the Gilded Age, 1865-1905</i>. (Oxford: Oxford University Press, 2005).</li> <li>• Walter Nugent, <i>Progressivism: A Very Short Introduction</i>. (Oxford: Oxford University Press, 2009).</li> </ul> <p>Participants are required to read Upton Sinclair, <i>The Jungle</i> (Urbana, IL: University of Illinois Press, 1988) prior to the institute. It will be referenced in various discussions, tours, and applications to teaching sessions throughout the institute.</p> <p style="text-align: center;">-----</p> <p>Participant check-in</p>	<p><b>FIELD EXPERIENCE</b>  <b>Urban Planning and the City Beautiful Movement Architecture Tour</b>  <i>Diane Dillon, Newberry Library</i></p> <p>Using Burnham’s famous <i>Plan of Chicago</i> as a jumping off point, art historian Diane Dillon will introduce teachers to the City Beautiful movement in architecture and urban planning through a brief presentation and a city tour. The Plan stands at the center of Progressive Era efforts to redesign metropolitan regions to address the problems of rapid urbanization—particularly the central issues of how to improve transportation and how to preserve and create green public spaces.. The tour will trace changes in the urban landscape from the 1893 World’s Fair to the 1933-34 Century of Progress Exposition by looking at the <i>Plan of Chicago</i> and its legacies for today.</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the City Beautiful movement? Whose interests did it serve?</li> <li>• What was the relationship between immigration, labor strife, and the professionalization of city planning during the Gilded Age and Progressive Era?</li> <li>• In what ways was urban planning typical of Progressivism in general?</li> <li>• How and where did the agendas of urban reformers, planners, businesspeople, and politicians intersect? In what ways did they reinforce each other and how did they come into conflict?</li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>• Daniel Bluestone, “A City under One Roof: Skyscrapers, 1880-1895,” in <i>Constructing Chicago</i> (New Haven: Yale University Press, 1991): 104-151 and 220-223.</li> </ul>

<p>Monday 6/26</p>	<p><b>Introduction to the Gilded Age and Progressive Era</b>  <i>Robert Johnston, UIC</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we periodize history?</li> <li>• Why do historians disagree on how to label, and characterize, the late nineteenth and early twentieth centuries?</li> <li>• How have scholars' political perspectives influenced their historical interpretations?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Rebecca Edwards, "Politics, Social Movements, and the Periodization of U.S. History," part of forum on "Should We Abolish the 'Gilded Age'?" <i>Journal of the Gilded Age and Progressive Era</i> 8 (2009): 461-473.</li> <li>• Glen Gendzel, Review of Jack Beatty, <i>Age of Betrayal: The Triumph of Money in America, 1865-1900</i>, in <i>Journal of the Gilded Age and Progressive Era</i> 8 (July 2009): 446-450.</li> <li>• Robert D. Johnston, "Re-Democratizing the Progressive Era: The Politics of Progressive Era Political Historiography," <i>Journal of the Gilded Age and Progressive Era</i> 1 (Jan. 2002): 68-92.</li> </ul>	<p><b>Application to Teaching</b>  <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Introduction to "Applications to Teaching" – Designing Instruction for History Re-Thought</b></p> <ul style="list-style-type: none"> <li>• Orient teachers to the "Applications" sessions</li> <li>• Identify aspects of teachers' current curriculum that they feel need to be improved or redesigned</li> </ul> <p><b>Orientation to UIC, secure campus IDs and guest access</b></p> <p><b>Participants will visit the UIC Special Collections and Library to become familiar with the research resources at their disposal.</b></p>
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<p>Tuesday 6/27</p>	<p><b>FIELD EXPERIENCE</b></p> <p><b>Bus Tour of Chicago’s Labor and Working Class History</b> <i>Jeff Helgeson, Texas State University</i></p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How can the history of Chicago in the Gilded Age and Progressive Era be incorporated into online classroom activities?</li> <li>• How can the concerns of academic historians regarding the working-class history of the Gilded Age and Progressive Era be translated into a “public history” narrative accessible to students?</li> <li>• How does a familiarity with the physical geography of Chicago help improve the way we tell the history of the city’s workers and industries in the Gilded Age and Progressive Era?</li> </ul> <p><b>Participants should explore the following readings:</b></p> <ul style="list-style-type: none"> <li>• The Labor Trail website, <a href="http://www.chicagolabortrail.org">www.chicagolabortrail.org</a>, paying special attention to variety of locations—labor unions, community organizations, sites of strikes, religious institutions, etc.—included in the map, as well as the instructions on the homepage regarding how to add to the interactive online map.</li> <li>• The <i>Encyclopedia of Chicago’s</i> website <a href="http://encyclopedia.chicagohistory.org/">http://encyclopedia.chicagohistory.org/</a> paying special attention to the following entries: <ul style="list-style-type: none"> <li>○ Labor Unrest in Chicago, April 25-May 4, 1886</li> <li>○ Eight-Hour Movement</li> <li>○ Haymarket and May Day</li> <li>○ Pullman</li> <li>○ George Pullman and His Town</li> <li>○ Pullman Strike</li> <li>○ Railroad Strike of 1877</li> <li>○ Race Riots</li> <li>○ Carl Sandburg</li> <li>○ The Chicago Race Riots, July 1919</li> <li>○ Packinghouse Unions, Bronzeville, Back of the Yards</li> <li>○ Unionization</li> </ul> </li> </ul>	<p><b>Digital Exploration: Interactive Labor Trail Map</b> <i><a href="http://www.chicagolabortrail.org">http://www.chicagolabortrail.org</a></i></p> <p>Participants will explore the interactive map’s digital resources on the history of Chicago’s working class neighborhoods and labor history sites. This session will provide further historical descriptions and photographs from neighborhoods and sites visited during the labor history bus tour, along with other neighborhoods that participants may elect to explore on their own time throughout the summer institute.</p> <p><b>Film Screening:</b> <i>Ragtime</i></p>
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<p>Wednesday 6/28</p>	<p><b>FILM &amp; BOOK DISCUSSION: <i>Ragtime</i></b>  <i>Robert Johnston, UIC</i>          Location: University of Illinois at Chicago</p> <p>Robert Johnston will lead a free-flowing discussion about <i>Ragtime</i>, focusing on the extent to which the novel and film capture the history of the period--and, ultimately, the extent to which fiction generally has advantages and disadvantages in portraying a historical era.</p>	<p><b>Applications to Teaching</b>  <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Teacher Debrief</b></p> <ul style="list-style-type: none"> <li>• Each subsequent meeting will begin with a 10 minute session to reflect on how institute content and resources can be adapted into curriculum</li> </ul> <p><b>Inquiry Arcs &amp; Major Themes</b></p> <ul style="list-style-type: none"> <li>• Participants discuss and explore the C3 Framework and the Inquiry Arc approach to curriculum planning. Teachers will review examples made by teachers in past institutes as models and inspiration.</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• National Council for the Social Studies (NCSS), <i>The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History</i> (Silver Spring, MD: NCSS, 2013).</li> </ul>
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<p>Thursday 6/29</p>	<p><b>Immigration and the New Culture and Politics of the Progressive Era</b>  <i>Daniel Greene, Adjunct Professor of History, Northwestern University, and Guest Curator, U.S. Holocaust Memorial Museum, Washington, DC</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How is American diversity imagined during the Progressive Era? What is at stake in portraying the nation as “pluralist” or “trans-national”? What are the limits and boundaries of belonging, according to the authors of the primary sources above?</li> <li>• Why does immigration become such a pressing social problem in the Progressive Era? How do reform movements of the Progressive Era frame, and seek to “solve,” this social problem?</li> <li>• How are debates about immigration policy and immigrants themselves shaped by Progressive Era understanding of race and nationality?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Emma Lazarus, “The New Colossus” in <i>The Poems of Emma Lazarus</i> (1889).</li> <li>• W. E. B Du Bois. Introduction: “Forethought” and Chapter 1, “Of Our Spiritual Strivings” in <i>The Souls of Black Folk: Essays and Sketches</i> (1903).</li> <li>• Horace Kallen, “Democracy versus the Melting Pot,” <i>Nation</i> (February 18, 1915), 190-194 and (February 25, 1915), 217-220.</li> <li>• Randolph Bourne, “Trans-National America,” <i>Atlantic Monthly</i> 118:1 (July 1916), 86-97.</li> <li>• Mae N. Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i> (Princeton: Princeton University Press, 2004), 17-55.</li> <li>• Barack Obama, “Remarks on Immigration Reform, January 28, 2013,” (<a href="http://www.whitehouse.gov/the-press-office/2013/01/29/remarks-president-comprehensive-immigration-reform">http://www.whitehouse.gov/the-press-office/2013/01/29/remarks-president-comprehensive-immigration-reform</a>).</li> </ul>	<p><b>Digital Exploration of the Foreign Language Press Survey</b>  <i>Lisa Oppenheim, Project Director of “Rethinking” and Immigrant Explorations</i>  <a href="http://flps.newberry.org/">http://flps.newberry.org/</a></p> <p>The Chicago Foreign Language Press Survey (FLPS) is a collection of translations of newspaper articles originally published in Chicago's ethnic press between the 1860s and the 1930s. During the Great Depression, translators and editors translated and organized nearly 50,000 foreign language articles from 22 ethnic groups. Newly digitized by the Newberry Library, the FLPS provides a unique window into the lives and culture of Chicago's immigrants during the Gilded Age and Progressive Era. This session will give teachers an opportunity to conduct their own inquiries into the FLPS and will also include an introduction to the resources created teachers through CMHEC's previous NEH Faculty Humanities project, <i>Immigration Explorations</i>.</p>
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<p>Friday 6/30</p>	<p><b>Labor and Class Conflict in the Gilded Age</b> <i>Leon Fink, UIC</i> Location: Newberry Library</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• The changing nature of work in the U.S.</li> <li>• Origins of social conflict at the Gilded Age workplace</li> <li>• Basic logic and shifting strategy of the American labor movement</li> <li>• Understanding of how labor conflicts and their resolution have affected today's world.</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Leon Fink, "Great Strikes Revisited," <i>The Long Gilded Age: American Capitalism and the Lessons of a New World Order, 1880-1920</i> (Philadelphia: University of Pennsylvania Press, 2015)</li> <li>• Leon Fink, <i>Major Problems in the Gilded Age and the Progressive Era: Documents and Essays</i>. (Boston, MA: Houghton Mifflin, 2001) Ch. 1 &amp;2</li> </ul> <p><b>Newberry Library Selected Exhibition of Gilded Age and Progressive Era Sources</b> <i>Daniel Greene, Adjunct Professor of History, Northwestern University, and Guest Curator, U.S. Holocaust Memorial Museum, Washington, DC</i> Location: Newberry Library</p> <p>Daniel Greene, formerly the Vice President for Research and Academic Programs at the Newberry Library, will select Newberry collections that best illustrate the Gilded Age and Progressive Era themes of capitalism and democracy, particularly as it relates to immigration. Teachers will have a chance to view these rare original documents, and Greene will lead a discussion on their significance to understanding of the time period.</p>	<p><b>Reflections and Historical Synthesis</b> <i>Robert Johnston, UIC</i></p> <p>At the end of each week, Johnston will lead a discussion synthesizing key insights from the week's readings, presentations, films, and field experiences and how this material helps us to rethink the Gilded Age and Progressive Era. At the end of the first week, we will also use this time to ask our participants, "How are we doing?" Giving participants the opportunity to offer feedback early in the program allows program staff to respond to concerns and capitalize on what participants' value.</p>
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<p>Monday 7/3</p>	<p><b>The Money Question and the Populist Challenge in the Gilded Age</b>  <i>Jeff Sklansky, UIC</i>          Location: Chicago History Museum</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the system of currency, credit, and banking created during and after the Civil War, and why was it central to the corporate reconstruction of capitalism in the Gilded Age?</li> <li>• What were the sources of western and southern farmers’ discontent with the financial system, and why was the “money question” at the heart of the Populist movement?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Harry Tracy, “The Sub-Treasury Plan,” in Nelson A. Dunning, <i>The Farmers Alliance History and Agricultural Digest</i> (1891): 336-354.</li> <li>• J. Laurence Laughlin, “Causes of Agricultural Unrest,” <i>Atlantic Monthly</i> 78:469 (Nov. 1896): 577-586.</li> <li>• Michael O’Malley, “Specie and Species: Race and the Money Question in Nineteenth-Century America,” <i>American Historical Review</i> 99:2 (April 1994): 369-395.</li> <li>• Bruce Palmer, <i>Man Over Money: The Southern Populist Critique of American Capitalism</i>, chapters 7 and 8 (pp. 81-110).</li> </ul> <p><b>Chicago History Museum Education staff will introduce the digital primary sources and exhibitions available to teachers and students. Participants will also learn Chicago history by visiting the Museum exhibitions.</b></p>	<p><b>Applications to Teaching</b>  <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Teacher Debrief</b></p> <p><b>Big Stories &amp; Compelling Questions</b></p> <ul style="list-style-type: none"> <li>• Participants will discuss two ideas in conjunction with one another: what are the “big stories” they want their students to explore about the Gilded Age and Progressive Era and what are the “big questions” they want their students to ask. These issues inform the development of the first stage of inquiry arcs – compelling questions.</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Lendol Calder, “Toward a Signature Pedagogy for the History Survey,” <i>The Journal of American History</i>, Vol. 92, No. 4 (Mar., 2006), 1358-1370.</li> <li>• Lendol Calder, “The Stories We Tell,” <i>OAH Magazine of History</i>, Vol. 27, No. 3 (2013), 5–8.</li> <li>• Edward Caron, “What Leads to the Fall of Great Empires? Using Central Questions to Design Issue-based History Units,” <i>The Social Studies</i>, Vol. 96, Issue 5 (2005), 51-65.</li> </ul>
<p>Tuesday 7/4</p>	<p><b>Institute not in session to observe Independence Day</b></p>	

<p>Wednesday 7/5</p>	<p><b>Film Forum:</b> Participants will watch and discuss clips from the Ken Burn's documentaries <i>Jazz</i> and <i>The National Parks</i></p>	<p><b>Conservation and Progressivism</b>  <i>Benjamin Johnson, Loyola University Chicago</i>  Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• Whose understandings of nature and interests did conservation serve?</li> <li>• Why was conservation so disputed and controversial?</li> <li>• How do our answers to these questions shape how we evaluate Progressivism as a whole?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Gifford Pinchot, "The Meaning of Conservation" (1910), excerpts, ca. 15 pages.</li> <li>• John Muir, <i>Our National Parks</i> (1901), excerpts, ca. 20 pages.</li> <li>• Benjamin H. Johnson, "Conservation and the Arc of the Progressive State" (unpublished manuscript)</li> <li>• Colin Fisher, "African Americans, Outdoor Recreation, and the 1919 Chicago Race Riot," in Diane Glave and Mark Stoll, eds, <i>"To Love the Wind and the Rain": African Americans and Environmental History</i>. Pittsburgh: University of Pittsburgh Press, 2005: 63-75.</li> </ul>
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<p>Thursday 7/6</p>	<p><b>FIELD EXPERIENCE</b>  <b>Glessner House Museum and Prairie Avenue Walking Tour</b>  <i>Bill Tyre, Executive Director and Curator</i>  Location: Glessner House and Prairie Avenue</p> <p>Participants will step back into Chicago’s Gilded Age as they tour historic Prairie Avenue and the Glessner House. Bill Tyre, the author of <i>Chicago’s Historic Prairie Avenue</i>, will guide the group through the neighborhood’s history and the impact its powerful residents had on economy, politics, and culture. The walking tour gives participants a chance to see existing homes from the era and the beautiful stained glass interior of Second Presbyterian Church.</p> <p>The Glessner House Museum provides participants a fascinating look at a fully furnished and restored Gilded Age home. The docents will not only explain the home’s important architectural features, but also connect the Glessner family history to issues of the day.</p>	<p><b>The Fight for America’s Progressive Future</b>  <i>Cecelia Tichi, Vanderbilt University</i>  <b>Location: Glessner Coach House</b></p> <p>Cecelia Tichi will focus on how those who held deep concerns about the inequities of the Gilded Age became reformers who formed a voice for America’s Progressive future. Certain people recognized that the social-cultural-political status quo was, to use today’s term, unsustainable. The United States had risen to world prominence for its industrial might, but legions of citizens and newcomers did not share in the new material bounty. While those who were left behind struggled for the basics of sufficient food, shelter and clothing, too many in privileged positions failed to recognize others’ plight. From the pulpit to the college lectern and the political platform, very few voices challenged such contemporary norms as child labor, substandard wages, sudden unemployment that could trigger destitution, slum housing, treacherous workplaces, or lynching.</p> <p>To move their countrymen and women to a new direction of social change that would remedy these problems, the few who grasped the depth of America’s social crises made common cause with likeminded friends and associates. They became students—and activists. Tirelessly they spoke out and wrote, exploiting certain key print outlets that were the social media of their day. Many of these Progressives, as they came to be called, came from privileged backgrounds, though striking exceptions can be found. Temperamentally they included the brash and the shy, and their writings ranged from journalism to fiction. By the early years of the twentieth century their campaign had shown its muscle, and the country moved into an era that bore the name of their ethos: The Progressive Era.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cecelia Tichi, <i>Civic Passions: 7 Who Launched Progressive America</i> (University of North Carolina Press, 2009).</li> </ul>
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<p>Friday 7/7</p>	<p><b>South Side Girls in the Progressive Era</b>  <i>Marcia Chatelain, Georgetown University</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• What were some of the central tensions animating debates about segregation as it related to the care and protection of African American girls in institutions during the Progressive era?</li> <li>• What were some of the ways African American women organized to create institutions for African American girls? How did this vary across region, class background, and religious diversity in black communities?</li> <li>• How did girls react to adult authority in their reflections on life in Chicago? How do these perspectives broaden our understanding of the period?</li> </ul> <p><b>Readings:</b></p> <p>Primary Sources</p> <ul style="list-style-type: none"> <li>• Interview Transcripts of African Americans in Chicago from “Research Projects, The Negro Family in the United States, Illegitimacy Documents—Chicago,” Folder 2, Box 131-82, E. Franklin Frazier Papers, Moorland-Spingarn Research Center, Howard University, Washington, D.C.</li> </ul> <p>Secondary Sources</p> <ul style="list-style-type: none"> <li>• Chatelain, Marcia, “Do You See That Girl?” The Dependent, the Destitute, and the Delinquent Black Girl,” <i>South Side Girls: Growing up in the Great Migration</i>, (Durham: Duke University Press, 2015), 19-58.</li> <li>• Hicks, Cheryl, “I Want to Save These Girls: Single Black Women and their Protectors,” <i>Talk With You Like a Woman: African American Women, Justice, and Reform in New York, 1890-1935</i>, (Chapel Hill: University of North Carolina Press, 2010), 91-124.</li> </ul>	<p><b>Historical Synthesis</b>  <i>Robert Johnston, UIC</i></p> <p>At the end of each week, Johnston will lead a discussion synthesizing key insights from the week’s readings, presentations, films, and field experiences and how this material helps us to rethink the Gilded Age and Progressive Era.</p> <p>We will conclude the week with another look at “How are we doing?”</p>
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<p>Monday 7/10</p>	<p><b>Women and Political Activity in the Progressive Era</b>  <i>Robyn Muncy, University of Maryland CP</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent and through what means were American women involved in politics and policymaking before ratification of the Nineteenth Amendment in 1920?</li> <li>• Did all suffragists make the same arguments for enfranchising women? If you see differences, identify them.</li> <li>• As you read, keep a list of the kinds of public issues that women, black and white, took up in the late nineteenth and early twentieth century. Keep a list of the kinds of institutions they built, organizations they founded, and policies they promoted. Do you see links among those issues? Do you see differences between the issues that galvanized black and white women? Similarities?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Victoria Bissell Brown’s introduction to <i>Twenty Years at Hull-House</i> by Jane Addams (New York: Bedford/St. Martin’s Press, 1999, 1-38).</li> <li>• Lisa G. Materson, <i>For the Freedom of Her Race: Black Women and Electoral Politics in Illinois, 1877-1932</i> (Chapel Hill: UNC Press, 2009). Excerpts from the Introduction and Chapter 2.</li> <li>• Documents produced by the Neighborhood Union, a Black neighborhood center in Atlanta as published in <i>Black Women in White America: A Documentary History</i>, ed. Gerda Lerner, (New York: Vintage, 1972), pp. 500-512.</li> <li>• “Hull House Weekly Program,” March 1, 1892 as published in Bedford’s <i>Twenty Years at Hull-House</i> (see above), pp. 207-218.</li> <li>• Jane Addams, “If Men Were Seeking the Franchise,” <i>Ladies Home Journal</i>, June 1913: 21. (reprinted in Bedford’s <i>Twenty Years at Hull-House</i>, 232-238).</li> <li>• Adella Hunt Logan, “Colored Women as Voters,” Mary Church Terrell, “The Justice of Woman Suffrage,” Martha Gruening, “Two Suffrage Movements,” in <i>The Crisis</i>, 4, 5 (September 1912), pp. 242-247.</li> </ul>	<p><b>FIELD EXPERIENCE</b>  <b>Gender and Sexuality in the Gilded Age and Progressive Era and Hull-House Museum Tour and Dialogue</b>  <i>Lauren Rhodes, Hull-House Associate Director</i>          Location: Jane Addams Hull-House Museum</p> <p>This interactive tour will focus on the Hull-House Settlement as a women-led center for social reform. Participants will explore how Addams and other reformers approached questions of feminism and how shifts in women's roles, family structures and sexual norms shifted as a result of urbanization and industrialization. Participants will be invited to reflect upon tour content and compare early 20th century feminism to feminist movements today.</p>
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<p>Tuesday 7/11</p>	<p><b>Class, Race, and Ethnicity in the Process of Becoming American, 1880-1920</b>  <i>James Barrett, UIUC</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the relationship between "becoming American" and "becoming white" in the lives of working-class immigrants and the identity as part of the "working class"?</li> <li>• How did recent immigrants come to terms with their new lives and identities in the United States and was this process of "Americanization" related to issues of class, race and ethnicity?</li> <li>• How were the processes of unionization, class formation, and social conflict shaped by race and the great diversity of the American working-class population?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Selections from Upton Sinclair, <i>The Jungle</i> (Urbana, IL: University of Illinois Press, 1988):</li> <li>• "Americanization from The Bottom Up: Immigration and the Remaking of the American Working Class, 1880-1930", <i>Journal of American History</i>, 79 December 1992: 996-1020.</li> <li>• James R. Barrett and David Roediger, "In Between Peoples: Race, Nationality and the 'New Immigrant' Working Class," <i>Journal of American Ethnic History</i>, 16 (1997): 3-44.</li> </ul> <p><b>FIELD EXPERIENCE</b>  <b>Progressivisms Chicago: Discovery in UIC Special Collections</b>  <i>Peggy Glowacki, Archival Collections and Reference Specialist</i>          Location: University of Illinois at Chicago Special Collections</p> <p>UIC Special Collections holds some of the United States' most important Progressive Era research collections, particularly the papers of reformers affiliated with Hull-House. During this hands-on exploration of the archives, teachers will conduct their own short inquiries into Women and Progressive Reform in Chicago. Featured collections will include the Juvenile Protective Association Records, the Temperance Collection, the Hull-House Collection, the National Congress of Parents and Teachers Records, and the personal papers of Mary Bartelme, Jessie Cartwright, and Neva Boyd.</p>	<p><b>Applications to Teaching</b>  <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Designing Instruction: Teaching with Primary Sources</b></p> <ul style="list-style-type: none"> <li>• Introduce strategies for students to contextualize historical documents and materials; introduce strategies to corroborate student analysis and interpretation of historical documents and materials</li> </ul> <p><b>Readings from:</b></p> <ul style="list-style-type: none"> <li>• Sam Wineburg, Daisy Martin, and D. Monte-Sano, <i>Reading like a Historian</i> (New York: Teachers College Press, 2011).</li> <li>• Sam Wineburg and Daisy Martin, "Tampering with History: Adapting Primary Sources for Struggling Readers," <i>Social Education</i> 73(5), 212-216.</li> <li>• Keith Barton and Linda Levstik, <i>Doing History: Investigating with Children in Elementary and Middle Schools</i>, 4<sup>th</sup> ed. (New York: Routledge, 2011).</li> </ul>
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<p>Wednesday 7/12</p>	<p><b>Education and Democracy in the Progressive Era</b>  <i>Jonathan Zimmerman, New York University</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the origins of the campaign for "progressive education"?</li> <li>• How did it relate and compare to other reform movements during the Progressive Era?</li> <li>• How did conceptions and practices of educational leadership change during these years?</li> <li>• How did progressive education embody and promulgate new ideas about "the public" in public schools?</li> <li>• What is the legacy of progressive education for contemporary American schools?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• William J. Reese, "The Origins of Progressive Education," <i>History of Education Quarterly</i> 41:1 (Spring 2001): 1-24.</li> <li>• David Tyack and Elisabeth Hansot, "From Social Movement to Professional Management: An Inquiry into the Changing Character of Leadership in Public Education," <i>American Journal of Education</i> 88:3 (May 1990): 291-319.</li> <li>• David F. Labaree, "Progressivism, schools and schools of education: An American Romance," <i>Paedagogica Historica</i> 41:1 (2005): 275-288.</li> <li>• "'Each 'Race' Shall Have its Heroes Sung': Ethnicity and the 'History Wars' in the 1920s," <i>Journal of American History</i> 87 (June 2000): 92-111.</li> <li>• Jonathan Zimmerman, "Why is American Teaching so bad?" <i>New York Times</i> (December 4, 2014)  <a href="http://www.nybooks.com/articles/archives/2014/dec/04/why-american-teaching-so-bad/">http://www.nybooks.com/articles/archives/2014/dec/04/why-american-teaching-so-bad/</a></li> </ul>	<p><b>Applications to Teaching</b>  <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Teacher Debrief</b></p> <p><b>Designing an Inquiry: Planning for Final Products</b></p> <ul style="list-style-type: none"> <li>• The Friday prior, teachers will submit a proposal on the topic, resources, and potential products to be developed through their inquiry project; Tocci and Biondo will provide feedback to teacher over the weekend; in this session proposals will be revised as appropriate and specific plans for completion will be drafted.</li> </ul> <p><b>Readings from:</b></p> <ul style="list-style-type: none"> <li>• Sam Wineburg, Daisy Martin, and D. Monte-Sano, <i>Reading like a Historian</i> (New York: Teachers College Press, 2011).          Keith Barton and Linda Levstik, <i>Doing History: Investigating with Children in Elementary and Middle Schools</i>, 4<sup>th</sup> ed. (New York: Routledge, 2011).</li> </ul>
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<p>Thursday 7/13</p>	<p><b>American Indians in the Gilded Age and Progressive Era</b>  <i>K. Tsianina Lomawaima, Arizona State University</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• What did the rhetoric of assimilation at the turn of the 19<sup>th</sup> to the 20<sup>th</sup> century propose as a future for American Indians?</li> <li>• What did the reality of federal practices, Congressional oversight, and Supreme Court cases propose as a future for American Indians in this same period?</li> <li>• What did Native people – the intellectuals who led the Society of American Indians (established in 1911) and the “rank and file” living on reservations – propose as a future for American Indians in this same period?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Lomawaima, K. T. (2016). “The Mutuality of <i>Citizenship</i> and <i>Self-Determination</i>: Proposing Alternatives to Adversarial Binarism in United States/Native American Relations.” In Patrick Wolfe (Ed.). <i>The Settler Complex: Recuperating Binarism in Colonial Studies</i>, pp. 83-98. Los Angeles, CA: UCLA, American Indian Studies Center.</li> <li>• Lomawaima, K. T. (2015). “Society of American Indians.” In Jon Butler (Ed.) <i>American History: Oxford Research Encyclopedias</i>. New York: Oxford University Press. Online publication May 2105, <a href="http://americanhistory.oxfordre.com/">http://americanhistory.oxfordre.com/</a>, DOI:10.1093/acrefore/9780199329175.013.31.</li> <li>• Hoxie, Frederick. (1984). <i>A Final Promise: The Campaign to Assimilate the Indians, 1880-1920</i>. Cambridge : Cambridge University Press. Chapter 3, pp. 83-113 +notes.</li> <li>• Deloria, Philip. (2013). “Four thousand invitations.” <i>American Indian Quarterly</i> 37(3): 23-43.</li> <li>• Yellowtail, Robert. (1919). “Address by Robert Yellowtail in defense of the rights of the Crow Indians, and the Indians generally, before the Senate Committee on Indian Affairs, September 9, 1919.” <i>U.S. Senate Report 219</i>, 66<sup>th</sup> Congress, 1<sup>st</sup> sess., serial 7590. Washington, DC: Government Printing Office</li> <li>• A selection of letters, documents and council meeting transcripts from the National Archives, records of the 1927 Institute for Government survey of the work of the Office of Indian Affairs which document interviews with Native people 3 years after the Citizenship Act</li> </ul>	<p><b>Film Forum:</b> Participants will view and discuss clips from the Ken Burns documentaries <i>Jazz</i> and <i>Unforgivable Blackness</i> (2004).</p>
	<p>“Rethinking the Gilded Age and Progressivisms: Race, Capitalism, and Democracy, 1877 to 1920”</p>	<p>Appendix</p>



<p>Friday 7/14</p>	<p><b>Lynching in American Life and Culture During the Gilded Age and Progressive Era</b>  <i>Kidada Williams, Wayne State University</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How do primary and secondary sources help us to understand: both the act and symbolic power of lynching; the factors behind its occurrence during the Gilded Age; and Americans' complex understandings of and reactions to it?</li> <li>• How does lynching helps us to understand the social and historical construction of race and the ways in which Gilded Age Americans understood and debated who did and did not enjoy the protections of American citizenship?</li> <li>• What are the legacies of lynching?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Selected documents from <i>Lynching in America: A History in Documents</i>. (New York: New York University Press, 2006).</li> <li>• Amy L. Wood, Chapter 4, "The Spectator Has a Picture in His Mind to Remember: Photography," <i>Lynching and Spectacle</i>. Chapel Hill: University of North Carolina Press, 2009. pp. 71-111.</li> <li>• Richard Wright, "Between the World and Me" (1937) <a href="http://www.mun.ca/educ/faculty/hammett/between.htm">http://www.mun.ca/educ/faculty/hammett/between.htm</a></li> <li>• Paul Laurence Dunbar. "The Haunted Oak" (1903) <a href="http://www.poetryfoundation.org/poem/173459">http://www.poetryfoundation.org/poem/173459</a></li> <li>• Bertha Johnston. "I Met a Blue-Eyed Girl" <i>The Crisis</i> (1912).</li> </ul>	<p><b>Historical Synthesis</b>  <i>Robert Johnston, UIC</i></p> <p>At the end of each week, Johnston will lead a discussion synthesizing key insights from the week's readings, presentations, films, and field experiences and how this material helps us to rethink the Gilded Age and Progressive Era.</p> <p>We will conclude the week with another look at "How are we doing?"</p>
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<p>Monday 7/17</p>	<p><b>Applications to Teaching</b> <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Teacher Debrief and “How are we doing” for Applications</b></p> <p><b>Teaching history with digital tools</b></p> <ul style="list-style-type: none"> <li>• In a series of short workshops, facilitators and teachers will demonstrate their favorite computer, online, and digital tools for teaching history. Teachers will have time to try tools with institute content.</li> </ul>	<p><b>Film Forum:</b> Participants will view and discuss <i>Iron-Jawed Angels</i>.</p>
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<p>Tuesday 7/18</p>	<p><b>Incorporating the US/Mexico Borderlands</b> Raúl A. Ramos, University of Houston</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How did American ideas of race change with the incorporation of formerly Mexican territory?</li> <li>• How did the meaning and nature of the border change together with racial and social attitudes?</li> <li>• Where were ethnic Mexican people situated in relation to whiteness, both from within and outside their community?</li> </ul> <p><b>Readings:</b></p> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• <i>In re Rodríguez</i>, 81 Fed. 337, W.D. Texas, 1897.</li> <li>• <i>El fronterizo</i> (Tucson, AZ), various from 1882-1908</li> <li>• <i>Cronica</i> (Laredo, TX), various from 1910-1914</li> <li>• California Immigrant Union, <i>All about California: and the Inducements to Settle There</i>. (San Francisco, 1873).</li> </ul> <p>Secondary Sources:</p> <ul style="list-style-type: none"> <li>• Natalia Molina, ““In a Race All Their Own”: The Quest to Make Mexicans Ineligible for U.S. Citizenship,” <i>Pacific Historical Review</i>, Vol. 79, No. 2 (May 2010).</li> <li>• John McKiernan-Gonzalez, “Domestic Tensions at an American Crossroads: Bordering on Gender, Labor, and Typhus Control, 1910-1920,” <i>Fevered Measures: Public Health and Race at the Texas-Mexico Border, 1848-1942</i> (Duke University Press, 2012).</li> </ul>	<p><b>Applications to Teaching</b> <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Consultations:</b> Facilitators will hold individual meetings with teachers about their projects.</p> <p><b>Teacher project development time.</b></p>
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<p>Wednesday 7/19</p>	<p><b>Race Displayed: African Americans &amp; the 1901 Pan-American Exposition</b>  <i>Amma Y. Gharthey-Tagoe Kootin, University of Georgia</i></p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the 1901 Pan-American Exposition (the Buffalo, NY World’s Fair) represent race, empire, and the status of African Americans during the Progressive Era?</li> <li>• How did African Americans visitors experience double-consciousness at the 1901 Pan-American Exposition?</li> <li>• How can one “perform the archive” not simply as an interpretive tool—like living history re-enactors at historic sites or documentary films—but as a performance-centered methodology for studying the past? What happens when we use our own bodies and present-day creative arts practices to become proxies for the archive?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Robert Rydell, “The Pan-American Exposition, Buffalo ‘Pax 1901’” in <i>All the World’s a Fair: Visions of Empire at American International Expositions</i>. (Chicago: University of Chicago Press, 1987), 126-153 and corresponding endnotes.</li> <li>• W.E.B. Du Bois, <i>The Souls of Black Folk</i>,(Chicago: A.C. McClurg &amp; Co., 1903). Ch. 1&amp;2 <a href="http://www.bartleby.com/114/">http://www.bartleby.com/114/</a></li> <li>• Amma Y. Gharthey-Tagoe Kootin, “Lessons in Blackbody Minstrelsy: Old Plantation (1901) and the Manufacture of Black Authenticity.” <i>TDR</i> 57, no. 2: 102-122.</li> </ul>	<p><b>Applications to Teaching</b>  <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p><b>Teacher Debrief</b></p> <p><b>Final Products Workshop</b>  Working session for teachers to develop final products with feedback from Director, Master Teacher, and peers.</p>
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<p>Thursday 7/20</p>	<p><b>African Americans and Progressivism in the Age of World War I</b>  <i>Adriane Lentz-Smith, Duke University</i>  Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How do African Americans serve as participants in—and objects off—Progressive reform?</li> <li>• What is the relationship between Progressivism and Jim Crow?</li> <li>• How does World War I figure into histories of the long civil rights movement?</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Emmett J. Scott, ed., “Letters of Negro Migrants, 1916 – 1918,” <i>Journal of Negro History</i> 3 (July 1919): 290-295; 335-340.</li> <li>• Martha Gruening, “Houston: An NAACP Investigation,” <i>Crisis</i>, 15 (November 1917): 14-19.</li> <li>• Cheryl D. Hicks, "'Bright and Good Looking Colored Girl': Black Women's Sexuality and 'Harmful Intimacy' in Early-Twentieth-Century New York," <i>Journal of the History of Sexuality</i> (September 2009), 418-456.</li> <li>• Assorted editorial cartoons, Chicago Defender, 1917-1919.:</li> <li>• W. E. B. Du Bois "Republicans and the Black Voter," <i>The Nation</i> (June 5, 1920), 757-758</li> <li>• Steven A. Reich, "Soldiers of Democracy: Black Texans and the Fight for Citizenship, 1917-1921" <i>Journal of American History</i>, 82 (March 1996), 1478-1504</li> <li>• Chad L. Williams, "Vanguard of the New Negro: African American Veterans and Post World War I Racial Militancy," <i>Journal of Negro History</i>, 92 (Summer 2007), 347-37</li> </ul>	<p>Time given for participants to prepare for Final Presentations</p>
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<p>Friday 7/21</p>	<p><b>Rethinking the Gilded Age and Progressive Era</b>  <i>Robert Johnston, UIC</i>          Location: University of Illinois at Chicago</p> <p><b>Key Humanities Concepts and Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we synthesize all the ideas from the previous sessions?</li> <li>• Did the United States become more or less democratic during the Gilded Age and Progressive Era?</li> <li>• Can we reconcile the opposing arguments of different historians?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Robert D. Johnston, “Long Live Teddy/Death to Woodrow: The Polarized Politics of the Progressive Era in the 2012 Election” <i>Journal of the Gilded Age and Progressive Era</i> (July 2014)</li> <li>• Linda Gordon, “If the Progressives Were Advising Us Today, Should We Listen?” <i>Journal of the Gilded Age and Progressive Era</i> 1(April 2002).</li> <li>• Robert D. Johnston, “The Possibilities of Politics: Democracy in America, 1877-1917,” <i>American History Now</i> (3<sup>rd</sup> edition of <i>The New American History</i>), eds., Eric Foner and Lisa McGirr, (Temple University Press in cooperation with the American Historical Association, 2011), 96-124.</li> </ul>	<p><b>Teaching the Gilded Age and Progressive Era: Educators Conference</b></p> <p>Institute participants present final products to each other with opportunities to ask and respond to questions</p>
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## Appendix 4E

### Correlation to the Common Core Standards

The instructional methods taught through the “Applications to Teaching” sessions align with the following strands in the Common Core State Standards<sup>i</sup>:

- Reading Standards for Informational Texts, grades K-5 & 6-12
  - Key ideas & details
  - Craft & structure
  - Integration of knowledge and ideas
- Writing Standards, grades K-5 & 6-12
  - Write opinions on topics or texts (K-5)
  - Supporting a point of view with reasons (K-5)
  - Write arguments to support claims (6-12)
  - Research to build and present knowledge
- Reading Standards for Literacy in History/Social Studies, grades 6-12
  - Key ideas & details
  - Craft & structure
  - Integration of knowledge and ideas
- Writing Standards for Literacy in History/Social Studies, grades 6-12
  - Write arguments focused on discipline-specific content
  - Research to build and present knowledge

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<sup>i</sup> See [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) for full text of English language arts standards with history/social science appendix.