

## Comparative (“other”) Contextualization & Synthesis ... *Progressivism*

### From the 2015 Revised Framework:

#### **CONTEXTUALIZE...**

Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

#### **SYNTHESIZE...**

Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

### Reminders about these skills:

Contextualizing involves analyzing and clarifying the significance of an event, development, or process by identifying and explaining how they “fit into” an era or broader theme. For example, when contextualizing Jane Addams’ Hull House, you would likely identify the era (Gilded Age into Progressive Era), identify a major characteristic or broad context of that time period such as it being an era of reform (Populism, Progressivism), and then explain how Jane Addams and the Settlement House movement she began illustrates the broader context of the era. The final step in our contextualization process is the synthesis piece. We have referred to this as our “other” context (or comparative context). This skill involves making a connection between two separate eras and explaining how or why the broad context of Hull House was similar or different to another event, development, or process in a different time period. For example, we could explain how the Settlement House movement was part of a larger reform movement in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries as people tried to address new problems created by urbanization and industrialization. Then, explain how that was similar (or different) to modern day reform efforts. [Don’t forget your synthesis needs to go outside the era. Be very clear, and identify the era you are contextualizing AND identify the era to which you are comparing.]

### Objectives and Purpose:

The main objectives of this activity are to practice the skills as well as process and analyze broader concepts such as political ideology. Gaining a better understanding of the current unit of study (historical era) as well as reflecting on other eras is also a goal. Students should also gain insight into their own beliefs and be able to identify with historical figures who shared similar beliefs or who oppose those beliefs. Finally, making connections between ideology and policy (role of government) is part of the process.

### Background for Activity:

Progressivism is a concept that developed in the late 19th and early 20th centuries in cities with settlement workers and reformers who were interested in helping those facing harsh conditions at home and at work. The reformers spoke out about the need for laws regulating tenement housing and child labor. *Progressivism* means *progress using new ideas, scientific and academic problem solving, and increased government interaction and regulation of the economy, education, and other portions of American life*. Political parties such as the Populist (People’s) Party and the Progressive Party were organized at the end of the 19<sup>th</sup> century and the start of the 20th century, and progressivism was embraced in the administrations of several American presidents Theodore Roosevelt (R), William Howard Taft (R), Woodrow Wilson (D), Franklin Delano Roosevelt (D) and Lyndon Baines Johnson (D). Being a progressive does not require being a member of the “Progressive [third] Party” (which does reappear periodically). However, it is usually associated with left-wing [liberal] politics most often associated with the Democratic Party of the modern era.

Throughout history, you can analyze various shifts and changes in political ideologies such as liberal/radical and conservative/traditional. In modern times these changes – or swings from “left to right” usually are associated with Democrats and Republicans, respectively. However, it is important to know that being “progressive” does not mean Democrat despite the fact that in modern times most populists/progressive leaders are Democrats.

### Directions:

Complete this activity by completing the survey analysis of your political ideals which will reveal how your beliefs relate to the Populists and Progressives of our current unit of study. Following that, you will review historical eras illustrating swings from left to right. When characterizing eras, this is another concept to keep in mind!

**Survey Directions:** Read each statement and give each one a score of **10, 7.5, 5, 2.5, or 0**. **DO NOT GIVE ANY SCORE OTHER THAN THOSE EXACT VALUES!**  
When you have calculated each score, plot your point on the graph on the next page!

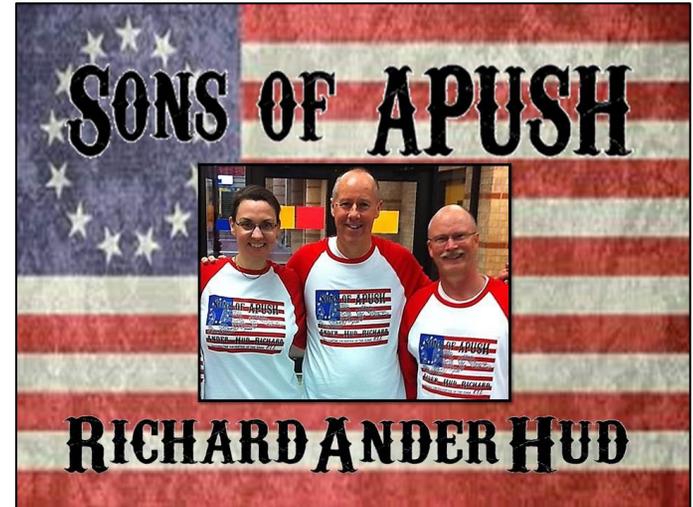
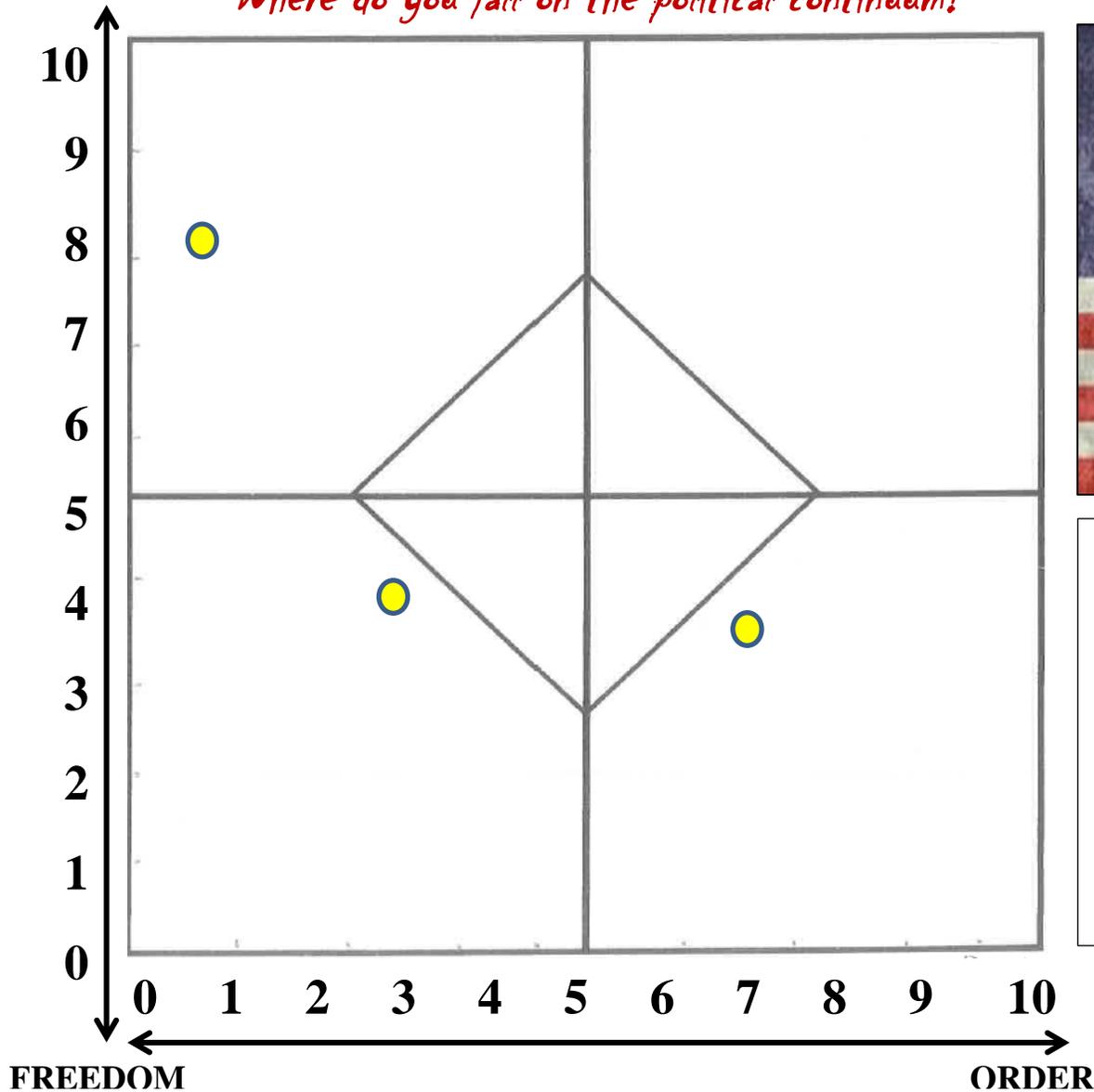
<b>10</b>	Strongly Agree... this position matches my viewpoint
<b>7.5</b>	Agree... this position is close to my viewpoint
<b>5</b>	Unsure... I can see both sides of this issue and am not sure which side I fall on
<b>2.5</b>	Disagree... this position is against my viewpoint.
<b>0</b>	Strongly Disagree... this position is the exact opposite of my viewpoint

Scores	Freedom vs Order
	State lotteries and legalized gambling as a means of raising revenue for the state are <b>NOT good</b> for society.
	We need <b>STRICTER</b> laws and penalties for those who post obscene material and pornography on the Internet.
	Using aborted fetuses and human embryos for research purposes <b>is WRONG</b> and should be outlawed.
	The government <b>SHOULD</b> provide religious charities with funds or tax shelter to help them provide services to the needy.
	We need <b>MANDATORY</b> life sentences for anyone who commits three <b>violent</b> felonies. (3-strikes rule)
	We <b>SHOULD</b> monitor everyone's cell/web activity in order to protect the citizens from foreign and domestic threats.
	It <b>is OKAY</b> for police & FBI to fight terrorism by randomly questioning those who fit the profile of a terrorist.
	Prayer in public schools <b>should NOT</b> be outlawed. Christmas and Easter displays <b>should NOT</b> be banned from public places.
	Abortion policy is too lenient. We need <b>STRICTER laws</b> to limit and regulate abortion. Late term abortions <b>MUST</b> be banned.
	Winning the war on drugs <b>DEPENDS on stronger penalties</b> for drug use, including marijuana. <b>NOT</b> rehab or legalization.
	The death penalty <b>IS a successful deterrent</b> to violent crime.
	Same sex couples <b>should NOT</b> be allowed to marry or adopt children.
	It <b>should be ILLEGAL</b> to desecrate the American flag. Saying the Pledge of Allegiance <b>should be REQUIRED</b> for school children.
	Police <b>SHOULD be allowed</b> to randomly search vehicles in high crime areas and question people who appear to be "up to no good."
	Our government <b>SHOULD protect 2<sup>nd</sup></b> Amendment rights, <b>NOT</b> continue to regulate and limit gun ownership for law abiding citizens.
	<b>TOTAL YOUR NUMBER</b>
	<b>DIVIDE BY 15 THEN PLOT THIS NUMBER ON THE X-AXIS</b>

Scores	Freedom vs Equality
	We need <b>STRICTER laws</b> and punishments regarding pollution, even if they cost companies money, increase unemployment, or increase prices in order to follow rules to protect the environment.
	<b>ONLY</b> the wealthy should <b>EVER</b> receive tax increases.
	Public education <b>CAN be improved</b> with more government spending and Common Core, <b>NOT</b> by issuing vouchers for private schools or allowing school choice.
	Obama-Care (government health insurance) is the <b>RIGHT policy</b> for Americans' health care needs. Health care <b>is a RIGHT</b> .
	We need to <b>INCREASE funding</b> for Social Security, <b>NOT</b> privatize it.
	Affirmative action <b>must CONTINUE</b> in order to further equality for minorities and women.
	Labor unions <b>need to be STRONGER</b> in order to combat corporate greed.
	We <b>should BAN</b> political contributions in order to remove corporate or interest groups' manipulation of policy.
	The government <b>SHOULD</b> provide jobs, childcare/daycare, and housing to those below the poverty line. They are <b>RIGHTS</b> of the people.
	The government <b>MUST PROTECT</b> a woman's right to an abortion by providing funding for places such as Planned Parenthood.
	U.S. companies <b>should NOT</b> be allowed to move overseas if it means laying off American workers or closing plants/factories here.
	Conservation <b>IS</b> the solution to our energy crisis, <b>NOT</b> increased drilling for oil and gas. We <b>should NOT</b> build a pipeline from Canada or frack.
	We <b>should NOT</b> build a wall or limit movement of people trying to gain a better life in American, even if their immigration isn't "legal." The government <b>SHOULD do</b> a better job of screening immigrants, <b>NOT</b> limit immigration.
	The government <b>SHOULD provide</b> services the public needs such as electricity, transportation, telephone, sanitation.
	A national sales tax <b>WOULD be better</b> than the income tax for raising revenue for our government. Tax what you spend, not what you earn.
	<b>TOTAL YOUR NUMBER</b>
	<b>DIVIDE BY 15 THEN PLOT THIS NUMBER ON THE Y-AXIS</b>

EQUALITY

*Where do you fall on the political continuum?*



Are you curious to know where your teacher falls? The three yellow circles represent the three APUSH teachers at AHS. Can you guess who is who?

Where do you think Presidents George Washington and Barack Obama would fall?

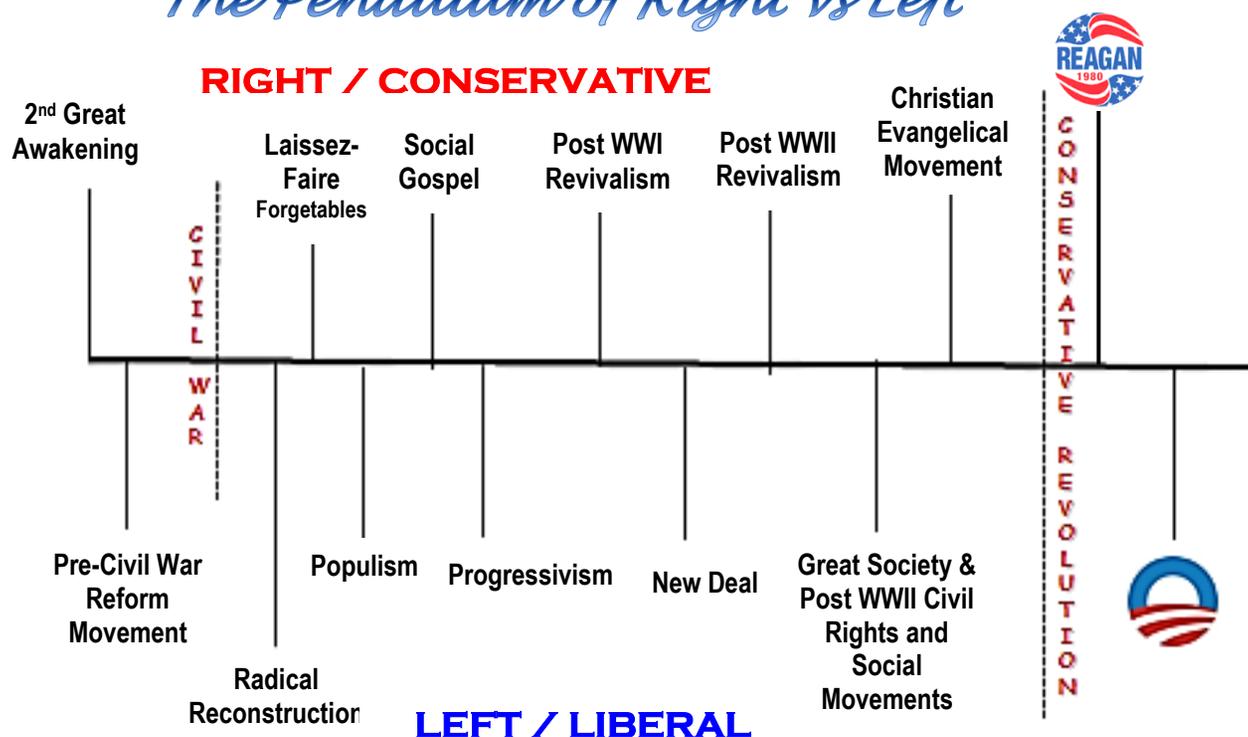
Before moving on to the next page, label the graph above. The top left quadrant is "liberal." The top right quadrant is "populist." The bottom right quadrant is "conservative," and the bottom left quadrant is "libertarian." The center diamond is "moderate or mainstream." How do you feel about these terms? Do you feel that you are accurately identified?

**Directions:**

On the continuum/timeline below, label the eras for each *swing* from left to right. Identify years where you can. Then, explain how progressivism during the Progressive Era was similar to or different from a clearly defined OTHER era. Remember to include local and broad context! Write in complete sentences.

# The "Culture Wars"

## *The Pendulum of Right vs Left*



Contextualization and Synthesis

**Food For Thought:** Why are the Civil War and the Conservative Revolution marked with dotted lines on the timeline above? What does that indicate about your generation in modern times versus those who lived before and after those two events?

**Extension:** Ask your parents and siblings to take the survey. Do you see a generational divide, or are your views consistent with your parents?

Analysis Activity written by Rebecca Richardson, Allen High School

using the 2015 Revised College Board APUSH Framework, definition adapted from Progressive article at Wikipedia.org, survey adapted from unknown source, and timeline adapted from continuum created by Ms. Pojer, Horace Greeley High School