

The Progressive Era:
Perspective, PI, and PP

The Progressive Era was a time of change and of changing minds, though people viewed it differently depending on who they were and their situation in life. Using all of your knowledge of the Gilded Age and the Progressive Era, in this assignment, you will both put yourself in the shoes of someone during the time period and analyze this historic period.

Part 1 → Perspective Writing with Claims/Counterclaims

1. Write a paragraph about whether or not child labor is good or bad from a particular perspective (you pick the point of view... just make sure it is clear/obvious). Use evidence to back up your position, and think about economics, benefits, consequences, skill-level, income, etc. You may/should use first-person to get into character.
2. Find and read paragraph from a classmate who took a similar perspective as yours (positive/negative); then, respond in a paragraph from the opposite point of view, noting the flaws in the argument (aka why that perspective is the wrong one to have about child labor), using evidence. You may/should use first-person to get into character.

Part 2 → Analysis (Note: Your responses should be whatever length you think they need to be to thoroughly address the questions.)

1. Muckrakers: Successes or Failures?... Think about the muckrakers.
 - a. Mention at least one muckraking person or group from the time period.
 - b. Describe the problem-area(s) he/she/they identified and what caused those issues.
 - c. Note what the muckraker(s) wanted to accomplish and the action(s) taken to address the situation.
 - d. Analyze how well the goals were met/how much of a difference was made.
2. People will argue that the muckrakers helped change society (or at least tried to), promoted the common good, and worked to protect rights.
 - a. Mention a group today that you feel is supporting these concepts. Provide some information on the group and their actions.
 - b. Compare them to the muckrakers. How are they similar and different?
3. How does being a muckraker demonstrate the connection between having interests/perspectives and participating in democracy?
4. Rate the Progressive Era.
 - a. In general, what is the biggest motivator for change? Explain your thoughts.
 - b. What influenced the people's minds the most in regards to accepting changes during the Progressive Era?
 - i. Note: There are multiple ways to answer this but - if you are feeling stuck - think of a change that was made that benefitted a majority of people because it had an impact on all, no matter rich or poor.
 - c. What is the most long-lasting/influential change from the Progressive Era? Why?
 - d. Did the Progressive Era live up to its name of a time of progress? Explain.
5. Reflect on the sources you were given in this unit.
 - a. What were some strengths/very useful aspects of the sources?
 - b. What were some weaknesses/areas that were lacking of the sources?
 - c. How did people's perspectives influence the historical sources they created? Give an example to back up your thoughts.

Part 3 → PI vs. PP

1. What approach do you prefer: PI or PP? Why? Using historic and current examples to explain your thoughts is encouraged.

Rubric for Part 1

(Points deducted for major/multiple GPS errors)

| Feature | Excellent | Good | Mediocre | Poor |
|-----------------------------|--|--|---|---|
| Original Perspective | -Perspective is clear and makes sense as a role to reflect on child labor. -Reasoning/explanations for the POV are thorough, clear, and logical. -Specific examples enhance the reader’s understanding and work to create a compelling point. | -Perspective is clear but the role is a bit of a stretch for a reflection on child labor. -Reasoning/explanations for the POV are clear and logically supportive but require more development in areas. -Specific examples enhance the reader’s understanding in places but lacking at other times. | -Perspective is kind of unclear and/or the role is not really appropriate to reflect on child labor. -Reasoning/explanations are confusing, need more development, and/or are too much of a stretch. -Examples are somewhat helpful to build understanding/are limited. | -Perspective is very confusing or lacking entirely. -Reasoning/explanations are disjointed, unrelated, or essentially irrelevant. -Examples are not helpful to build understanding/off-topic. |
| Opposite Perspective | -Perspective is clear and makes sense as a role to reflect on child labor. -Reasoning/explanations for the POV are thorough, clear, and logical. -Specific examples enhance the reader’s understanding and work to create a compelling point. -Rationale for why the other perspective is wrong is thoroughly addressed and has logical/effective arguments and examples. | -Perspective is clear but the role is a bit of a stretch for a reflection on child labor. -Reasoning/explanations for the POV are clear and logically supportive but require more development in areas. -Specific examples enhance the reader’s understanding in places but lacking at other times. -Rationale for why the other perspective is wrong is addressed with mostly logical/effective argument and examples. | -Perspective is kind of unclear and/or the role is not really appropriate to reflect on child labor. -Reasoning/explanations are confusing, need more development, and/or are too much of a stretch. -Examples are somewhat helpful to build understanding/are limited. -Rationale for why the other perspective is wrong is kind of confusion reasons, arguments, and examples. | -Perspective is very confusing or lacking entirely. -Reasoning/explanations are disjointed, unrelated, or essentially irrelevant. -Examples are not helpful to build understanding/off-topic. -Rationale for why the other perspective is wrong is hardly addressed and/or illogical arguments/examples are given. |

Rubric for Parts 2 & 3

(Points deducted for major/multiple GPS errors)

| Feature | Excellent | Good | Mediocre | Poor |
|---------------------------------------|---|---|--|--|
| Purpose and Elaboration | -Evidence used is logical, accurate, and effective and thoroughly incorporated. -Reasoning/explanations are thorough, clear, and logically supportive. -Specific examples enhance the reader’s understanding and work to create a compelling point. | -Evidence used is logical and accurate but lacking in some areas. -Reasoning/explanations are clear and logically supportive but require more development in areas/are not fully connected back to the original idea. -Specific examples enhance the reader’s understanding in places but lacking at other times. | -Evidence used is logical and accurate but is consistently minimal and/or vague. -Reasoning/explanations are confusing, need more development, and/or are too much of a stretch to link to the original idea. -Examples are somewhat helpful to build understanding/are limited. | -Evidence used is off-topic and barely – if at all – matches the focus. -Reasoning/explanations are disjointed, unrelated, or essentially irrelevant. -Examples are not helpful to build understanding/off-topic. |
| Organization & Transitions | -Ideas are well-organized with logical flow and connection of ideas, making the thoughts very clear and easy to follow. -A variety of transition words are effectively used to link and/or move through and among ideas. | -Ideas are organized and flow together pretty well, but some parts are a little unclear. -Transition words are used but more are needed and/or need more variety. | -Ideas are mostly organized, but too often the ideas don’t connect, impeding understanding sometimes. -Transitions words are used but – at times – the transitions harm rather than enhance the flow. | -The lack of organization in the writing makes understanding the ideas quite difficult. -The transitions between ideas are unclear. (No points if transitions are nonexistent.) |
| Word Choice | -Thoughtful and logical word choices are used throughout and bring clarity and uniqueness to the writing. -Third person is consistently maintained. -Pronouns match their antecedents and are used in ways that enhance the flow of the writing. | -Some word choices enhance the writing, but other choices could be stronger. -Third person is almost always maintained. -Pronouns mostly match their antecedents and/or the pronouns – at times – have a vague antecedent. | -Word choices are basic and/or do not fit logically into the sentence/context. -Third person is not consistently maintained. -Pronouns are overused, don’t match their antecedents, and/or – at times –harm the reader’s understanding. | -Word choices are casual and inappropriate for this style of writing. -First/second person is used frequently when it should be avoided. -Pronouns are used without clear antecedents and harm the reader’s understanding. |
| Voice | -A variety of sentences structures are used. -Original/unique approach to topic demonstrates sophisticated thinking. | -Some variety to sentence structures in several areas. -Original thinking/ideas incorporated well. | -Sentence structure is repetitive. -Some original thinking but ideas often repeat. | -Sentences are unclear/hard to follow the ideas. -Ideas are very repetitive. |

