

TITLE: Revolution or Reform? The U.S. progressive Movement and the Arab Spring	
AUTHOR & SUBJECT Charles Spradlin U.S. History, Grade 10-11	TIME ALOTTED: 50 minutes
Overview/Rationale: In this lesson, students will compare the driving forces behind these two movements and the mechanics of, and participants in both, while contrasting the anticipated outcomes of the movements.	

Guiding Question(s):

To what extent were women involved in both of these movements? Why was this?

Were either of these movements completely home grown? Or were they the result of influences and examples from outside the regions.

What roles did media and technology play in the transference of ideas and the broadening and consolidation of these movements.

Learning Objectives (SWBAT – Students Will Be Able to)

- 1) Students will be able to identify three similarities between the US Progressive Movement and the events of the Arab Spring in Egypt.
- 2) Students will be able to make two contrasts between the events of the Progressive Movement in the United states and the events of the Arab Spring in Egypt

Relevance:

OAH Historical Skills Taught:

Chronological Thinking

Students will compare the relative patterns of historical duration the movements and examine whether events move more quickly in the digital age than in the early twentieth century.

Historical Analysis and Interpretation:

Students will be able to identify both likenesses and differences in the two events. Students will see some of the shared cause and effect relationships including the importance of individuals, the influence of ideas, and their spread.

Virginia SOL

VaUS 8d - The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by:

a) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

Assessment Tool(s) – Pre assessment test, Post assessment test

Materials/Resources

- Pre assessment test (included)
- Photo Handout Packet (8 pages, included)
- PowerPoint presentation with accompanying text (included) - (note: Slides and Narration are complimentary but not identical)
- Post test (included)

Modifications (to meet needs of diverse learners)

Students could return to their Photo Handout groups, discuss what they have seen, and orally answer the questions in the post assessment.

Photo Bibliography –

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Instructional Procedures/Process

1. Administer Pretest

Divide the class into 8 groups; students can continue to take the pretest while 1 sheet from the photo handouts packet (provided) is handed out to each group. Students in each group will study the image(s) on the sheet and answer the questions provided on each.

One member from each group will present to the rest of the class the photo and the opinions of the group upon it.

Begin Slideshow/Narration

1. Slide 1: (Narrative) It is important to note that neither of these incidents took place in a vacuum. In both cases the population of a country found itself dis-satisfied with its standard of living in the face of new circumstances it was experiencing. In the case of the United States, industrialization and a growing urban population was bringing poor social conditions to light. The concentration of people that industrialization brought exposed more of the population to the Progressive ideas for confronting these conditions. Many of these ideas had been tried in other European countries. In the case of Egypt, a population was able to achieve the same critical mass through the use of instant digital communications media.
2. Slide 2: (Narrative) In the United States, women were not allowed to participate in politics or to play a part in business, other than the economics of the home or farm. Middle Class women began to organize and communicate on an international level. Large scale dissemination of ideal would still be relegated to the speed of the press and the delivery system.
3. Slide 3: (Narrative) In Egypt as in many Middle Eastern countries, women are prohibited from participating in society on an equal footing with men. As in the United States during the Progressive Movement, the right to vote, or suffrage, was the big issue uniting them, but not the only one. Labor practices, public safety and food safety were also concerns for both American and Egyptian women.
4. Slide 4: (Narrative) Because of the representative system of democracy in the United States, the people had every expectation that the way to achieve their social ends was through the political system.
5. The leaders of government were sympathetic to many of the aims of the Progressive Movement. Theodore Roosevelt's "Square Deal" is an example of government instituted reforms for problems created by industrialization.
6. Slide 5: (Narrative) In Egypt, there was no such representative system in place. The people believed that their government, rather than having a duty to eliminate social injustices for them, or to help guarantee economic opportunities through government regulation (Both Progressive goals for government) was clinging to it's own interests at their expense. Very early on, the goal became not one of modifying their governments actions, but of doing away with it all together.

7. Slide 6: (Narrative) There is a phrase “a picture is worth a thousand words”. Photos have to ability to both carry factual content and also to stir emotions far more effectively than the spoken word. You don’t even to all be speakers of the same language to all get same information and emotional content out of a photo. Photos were used extensively by the Progressive reformers in the United States. Lewis Hines, shown here, was one of the great chroniclers of the conditions of the era.
8. Slide 7: (Narrative) In Egypt, photos were also used to accurately depict the conditions faced by the masses. Sometimes these photos were in stark opposition to government propaganda proclaiming that conditions were far from as bad as they were rumored to be.
9. Slide 8: (Narrative) In the United States, reformers passed around literature espousing the ideas that groups had come up with in order to deal with the social conditions of the time that so many people found unsatisfactory. The high literacy rate among the middle class, and in particular the women of the middle class, combined with the freedom of the press enjoyed by our citizens, allowed for a rapid spread of these ideas.
10. Slide 9: (Narrative) In Egypt, digital media devices were used as powerful organizational tools. With so many of the population in possession of tools that could convey images and information simultaneously, it was impossible for the government to crack down on every possible source of revolutionary ideology.
11. Slide 10: (Narrative) In the United States, the freedom of the press allowed newspapers to carry stories of the success of the Progressive reforms, spurring the people on to further achievements.
12. Slide 11: (Narrative) In Egypt, even though the government attempted to sensor all coverage within it’s borders, international media coverage of events reached back to the people encouraging them and helping them to organize.
13. Slide 12: (Narrative) In the United States, there were those who saw reforms as cutting into their bottom line. In Logan County West Virginia, the mining companies saw the demands of unions as being too great a burden to bear. They hired mercenaries to fire upon and even drop bombs from the air on coal miners who were striking for the right to unionize. Federal troops came in to reestablish order.
14. Slide 13: (Narrative) In Egypt, the armed oppressors were instruments of government itself. Secret police units clubbed, arrested, and shot protesters during the first few weeks of the insurgency. Eventually the Army came in, first to guard the countries antiquities against damage and later to protect the protestors.
15. Closure: Post test