

DOER'S PROFILE-SOCIAL REFORMERS/PROGRESSIVES

(see back of this page for example profile)

Us/Va. History-Nah/Warren

75 points

OBJECTIVE: Students will become more knowledgeable about influential American social reformers and progressives from the late 19th – early 20th century by researching them and preparing a short, one-page biographical profile that summarizes their important accomplishments or contributions, thoughts, opinions, decisions, etc.

Step 1: Each student receives the name of an influential or important American figure from the late 19th century early 20th century.

Step 2: Students will use the Computer Lab to research their figure and put together a “doer’s profile” about them.

Step 3: Students will type up their 1 page “Doer’s Profile” and hand it in on _____.

Grading Criteria:

The doer’s profile will contain the following components:

- Person’s name, date of birth/death and birthplace (if known)
- Person’s job/profession
- Personal information (spouse, children, where they lived, etc.)
- Background information-EARLY LIFE (noteworthy accomplishments/events/contributions)
- Background information-LATE LIFE (noteworthy accomplishments/events/contributions)
- “Friends liked them because”-Basic biographical information (what kind of person were they, any quotes from friends, colleagues that describe them, their personalities, etc.)
- Who you think their HERO would be and why? Maybe use a fictional or actual quote from them to show this (should come from their time period or before their death, not from a time period after their death)
- What you think their idea of a great day would be and why? OR What you think they learned in their life and why?-again, this will come from what you are able to deduce about them as a person, the things they valued or held in great esteem, etc.
- A small picture of the person
- You also must do a large, cut out PROFILE head shot of the person

HAVE FUN AND BE CREATIVE WITH THIS-PLEASE SEE US WITH QUESTIONS OR THINGS YOU WOULD LIKE TO US HELP YOU INTERPRET! LOOK AT THE EXAMPLE PROVIDED FOR CLUES OR HELP

GUIDELINES

-Doer’s Profiles should be one page in length

-typed with no grammatical/spelling errors

-cover all of the sections listed above in a thorough and factually correct manner

My Doer’s Profile is for _____

This assignment is due on _____. Assignments received after then will receive a late penalty of up to 50%.

(EXAMPLE)

Doer's Profile

FREDERICK DOUGLASS (Born in Easton, MD in February 1818-died on February 20, 1895 in Washington, D.C.)

PROFESSION: Former slave turned abolitionist; ship caulker; publisher of *The North Star* newspaper; author; U.S. Marshal, American consul-general to Haiti. Died still fighting for emancipation/equality for all blacks.

PERSONAL: Married twice, first to Anna Murray, a free slave, in 1838 and then to Helen Pitts in 1884, 2 years after Anna Murray had died. His first marriage produced 6 children, 5 sons and 1 daughter. Born in Maryland, lived all over including Baltimore, MD, New Bedford, MA; Rochester, NY; London, England; Eventually retired to the Cedar Hill home in Anacostia (Washington, D.C.), now a national museum.

BACKGROUND-EARLY LIFE: Born to a black slave mother and white man, Douglass grew up not knowing who his father really was. His early childhood was spent as a companion to his master's son and later he worked in fields as a slave, although a kind slaveowner's wife taught him to read and write. Eventually he was sold into slavery in Baltimore, MD, where he learned the art of ship-caulking and met his first wife. In 1838, he escaped to NYC and married his first wife. He moved to New Bedford, MA and met abolitionist William Lloyd Garrison and he became an outspoken advocate and lecturer for emancipation. In 1845, he wrote his *Narrative of the Life of Frederick Douglass, an American Slave*, which became a bestseller and he left for England for 2 years to escape slavehunters, only to return to America a free man after friends bought his freedom from his former owner. In 1847, he moved to Rochester, NY and started the abolitionist newspaper, *The North Star*. He also became involved in the women's movement and started to break from Garrison, his former friend. He gave his famous 4th of July speech in 1852 and met with John Brown a few times to discuss abolitionist plans. In 1855, he wrote his famous *My Bondage and My Freedom* and tragically, his youngest daughter died in 1860.

BACKGROUND-LATE LIFE: During Civil War, Douglass recruited black soldiers for the Union Army after Lincoln issued the Emancipation Proclamation. After the war, he continued to fight for black rights and helped to get the 14th and 15th Amendments ratified. He turned down Lincoln's offer to lead the Freeman's Bureau, but continued to champion for equal rights. In 1876, President Hayes made him the U.S. Marshal for Washington, D.C., and Douglass later published his *Life and Times of Frederick Douglass*. When his wife died in 1882, he remarried a white woman, Helen Pitts, three years later in 1885 over the protests of many. In 1889, he becomes post of American consul-general to Haiti in 1889 and he died in 1895 of a heart attack.

FRIENDS LIKED HIM BECAUSE: "I will never forget his speech at the convention," William Lloyd Garrison. Garrison found his powerful oratorical skills and vision an inspiration and a testament to the evils of slavery. A newspaper correspondent who heard him speech about his slavery experiences remarked, "Flinty hearts were pierced, and cold ones melted by his eloquence," showing his impact on people, not just his friends.

HERO: I think his hero would have been someone who fought injustice and inequity and did it in with vigor and diligence. Perhaps Spartacus who led a slave revolt in ancient Rome or Joan of Arc in 15th century France, both of whom died fighting for their beliefs, would have been people who Douglass looked up to. He also was very fond of the Roman orator, Cicero, who was one of the first writers he ever read.

I'VE LEARNED IN LIFE: "America will be the field for the demonstration of truths not now accepted and the establishment of a new and higher civilization." (From *Life and Times of Frederick Douglass*)



***LIST OF INFLUENTIAL SOCIAL REFORMERS AND PROGRESSIVES FROM THE LATE 19TH -
EARLY 20TH CENTURY***

IDA TARBELL	WILLIAM JENNINGS BRYAN
FLORENCE KELLEY	THEODORE ROOSEVELT
JANE ADDAMS	AL SMITH
BOB LAFOLLETTE	WILLIAM TAFT
WOODROW WILSON	SAMUEL GOMPERS
EUGENE DEBS	LINCOLN STEFFENS
JOHN DEWEY	HENRY DEMAREST LLOYD
JACOB RIIS	TOM JOHNSON (CLEVELAND MAYOR)
CARRIE CHAPMAN CATT	THOMAS NAST
HENRY BARNARD	UPTON SINCLAIR
SUSAN B. ANTHONY	OLIVER HUDSON KELLEY
GIFFORD PINCHOT	TERENCE POWDERLY
CARRY NATION	MARY HARRIS "MOTHER" JONES

*****This list is not all inclusive; if there is a specific reformer or Progressive not on the list you would like to research, please ask Mr. Warren or Mr. Nah about it.

EACH GROUP WILL PRESENT A 3-4 MINUTE SUMMARY OF THEIR REFORMER/PROGRESSIVE NEXT CLASS. THE PRESENTATION SHOULD INCLUDE THE FOLLOWING COMPONENTS:

- PERSON'S NAME/BIRTH DATE
- THEIR PRIMARY ISSUE OR CONCERN (IF MORE THAN ONE, MENTION THEM ALL)
- CAREER ACCOMPLISHMENTS/SUCCESSSES
- NOTEWORTHY EVENTS
- ANY RESULTING LEGISLATION FROM THEIR ACTIVISM