

# A More Perfect Union: Exploring America’s Story in the Gilded Age and Progressive Era

## Conference Date: Monday, June 17, 2024

Please register by Thursday, June 13, 2024.  
The Zoom link will be distributed to registered guests on Friday, June 14, 2024.

9:30-9:35	<b>Welcome by Robert Johnston, University of Illinois Chicago</b>	
9:35-10:20 Plenary Session	<p><b>Perfecting the Practice of Uplift: Lessons from the Gilded Age and Progressive Era</b> Opening Plenary by Marcia Chatelain, University of Pennsylvania</p> <p>This session will examine the enduring themes between the late 19th and early 20th century cultures of activism in urban areas and our present quest to find justice in a diverse society. By examining the activist strategies and concerns of the past, this lecture will help participants see how they can make teaching the past more relevant and resonant for students.</p>	
10:15-10:30	<i>Break</i>	
10:30-10:55 Alumni Panelists	<b>Identity &amp; Community in the GAPE</b>	<b>Democracy &amp; Civic Participation in the GAPE</b>
	<p><b>Wallpaper, War, and Women</b> by Jacob Edwards, Hampshire Country School Students will read “The Yellow Wallpaper” and look at biographies of Jane Addams and Charlotte Perkins Gilman in order to better understand what was seen as a woman's role in Progressive Era society. They will also examine how decorations and wallpaper can be political and societal statements. This will be a larger unit that also includes suffrage, World War I, etc.</p>	<p><b>Ida B. Wells &amp; Intersectionality in the Progressive Era</b> by Nate Zuckerman, Highland School Uses <i>Ida B. the Queen</i> as a 'textbook' along with select primary and secondary sources to learn how intersectionality shaped the various roles and goals Wells pursued in her life's work, then challenges students to find and share about a current-day example of intersectional discrimination or inequality.</p>
	<p><b>The Brownsville Affair: A Case Study in Local History Reflecting National Race Relations in the GAPE</b> by Monica Avila, STISD Medical Professions School Students will examine primary source documents, political cartoons and secondary sources to take a deep dive into an event in local history during GAPE. Students will use inquiry based methods and a gallery walk to analyze primary source</p>	<p><b>Black Activism and Philosophies of Empowerment</b> by Elizabeth Anderson, Flint Hill School Students will compare and contrast the ideas and philosophies of several black activists and intellectuals on how the black community can best advance in the face of the realities of the GAPE. Readings from Ida B. Wells, Booker T. Washington, W.E.B. DuBois, and others. Additionally, students will examine why these intellectuals might arrive at different</p>

	documents and political cartoons about the Brownsville Affair. Students will use this local history event to compare and contrast race relations during GAPE and evaluate the extent to which the Progressive Era and Theodore Roosevelt addressed race tensions on the national stage.	answers. Students will come to understand that competing ideas exist within shared communities and the role of individual backgrounds and perspectives in shaping those ideas.
10:55-11:10	<i>Break</i>	
11:10-11:55	<p><b>Xenophobia and American Immigration Law in the Late Nineteenth Century</b>  Midday Plenary by Deborah Kang, University of Virginia</p> <p>In this presentation, Prof. Kang will discuss the roles of race and racism in the development of our nation’s immigration laws and policies.</p>	
11:55-12:30	<i>Lunch Break</i>	
12:30-12:55 Historical Partners	<p><b>Disability in the Gilded Age and Progressive Era</b>  by Richard Cairn, Emerging America</p> <p><i>Featured Resources:</i> <a href="#">Reform to Equal Rights: K-12 Disability History Curriculum</a>, <a href="#">Library of Congress Digital Collections</a></p> <p>In a period of increasingly brutal treatment of people with disabilities based on eugenics and intersections between ability, race, gender, and ethnicity, explore a wealth of primary sources and teaching materials from the Library of Congress and other public sources that also reveal determined struggles for equality.</p>	<p><b>Finding Rights and Responsibilities in the GAPE</b>  by Michael Biondo, Maine South High School, &amp; Crystal Johnson, Chicago Metro History Day</p> <p><i>Featured Resources:</i> <a href="#">Finding, Analyzing, and Constructing History: A Research Guide for Students</a>, <a href="#">Library of Congress</a>, <i>NHD 2025 Theme Book</i></p> <p>Getting ready for the NHD 2025 theme, <i>Rights and Responsibilities in History</i>? This session will introduce possible Gilded Age and Progressive Era topics and digital resources for NHD researchers. We will highlight the new NHD Theme Book as well as resources from <i>Finding, Analyzing, and Constructing History: A Research Guide for Students</i>.</p>
12:55-1:10	<i>Break</i>	
1:10-1:35 Alumni Panelists	<b>The American Dream during the GAPE</b>	<b>Discrimination &amp; Opportunity in the GAPE</b>
	<p><b>Patterns in the Gilded Age: Morris, Iannelli, and Torres</b>  by Lisa Evans, University Laboratory High School  Three artists respond to the Gilded Age Progressive Era via art production. Students will view their art, discuss their</p>	<p><b>The Immigrant Experience: Racism Towards Chinese and Mexicans During the Gilded Age</b>  by Nancy Gomez, El Monte High School</p>

	<p>writings, and complete a relief print inspired by Morris' printmaking approach.</p>	<p>Students will analyze primary and secondary sources through a station rotation activity that demonstrates the Chinese and Mexican immigrant experience during the Gilded Age—specifically in California. The student's extension activity will be to write a postcard home to a loved one expressing the living conditions of the US, social/racial interactions, economic hardships/triumphs, and politics of the time.</p>
	<p><b>Black Outside: Recreation and Race in the Land of the Free</b> by Heather Ingram, Sarah E. Goode STEM Academy Students will explore recreational activities in the United States as spaces of unwarranted violence, land theft, and radical resistance.</p>	<p><b>Indian Wars and Indigenous Conflicts in the West</b> by Ashley Mitchell, Douglas High School Synthesis and discussion of "How the Civil War Became the Indian Wars" article, followed by paired research of various conflicts, acts, events, etc. mentioned in the article to be presented to class.</p>
<p>1:35-1:50</p>	<p><i>Break</i></p>	
<p>1:50-2:15 Alumni Panelists &amp; Historical Partners</p>	<p><b>Dissent &amp; Debate in the GAPE</b></p> <hr/> <p><b>Settler City: Simon Pokagon at the 1893 Columbian Exposition</b> by Sam Rowe, Lane Tech College Prep This week-long lesson sequence aims to introduce students to the Potawatomi writer Simon Pokagon, whose remarkable intervention at the 1893 Columbian Exposition sought to bring the dispossession and immiseration of Native Americans to the attention of the world. Students will read, discuss, and annotate his essay <i>The Red Man's Rebuke</i>, delivered on Chicago Day at the Fair before the mayor as well as printed on birch-bark for purchase by fair goers. Before engaging Pokagon's essay, students will reflect on their preconceptions about Native Americans in their city and view image evidence of ongoing Indigenous presence in Chicago throughout its history. To show what they learned, students will prepare a "digital edition" of Pokagon's <i>Red Man's Rebuke</i>, explicating the text to share their knowledge with an audience of other Chicagoans.</p>	<p><b><i>Invention, Innovation, and Reform in the Gilded Age and Progressive Era</i></b> by Victoria Pasquantonio, PBS NewsHour Classroom and Journalism in Action</p> <p><i>Featured Resources:</i> <a href="#">PBS Learning Media's The Gilded Age</a>, <a href="#">Journalism in Action: Muckrakers</a>, <a href="#">Library of Congress project</a></p> <p>Explore new heights in invention and innovation of the Gilded Age along with their perils, which led to the rise of the Muckrakers and sweeping reforms of the Progressive Era. The session will incorporate PBS videos and lessons and interactive tools using primary sources from the Library of Congress.</p>

	<p><b>Haymarket Historical Scene Investigation</b> by Carly Crittendon, Evanston Township High School</p> <p>In this historical scene investigation, students will take on the role of a historian to analyze and synthesize a variety of primary and secondary sources related to the events at Haymarket. Then, they will participate in a discussion as a history consultant to a textbook company to come to a conclusion as to how the events at Haymarket should be portrayed in textbooks. Was this complex moment in labor history a protest? Riot? Tragedy? Something else?</p>	
2:15-3:00	<i>The Teachers Lounge (Drop In &amp; Reconnect)</i>	
3:00-3:45	<p><b>A Progressive Dream Deferred: Teaching Controversial Issues in American Schools</b> Closing Plenary by Jonathan Zimmerman, University of Pennsylvania</p> <p>The Progressive Era generated a new style of American teaching, oriented around debate over controversial issues. That came to an end during World War I, when schools enforced rigid political orthodoxies. Since then, our classrooms have oscillated between openness and repression. The real question is how much debate we want in our schools, and what we are willing to do to make it happen.</p>	
3:45-3:50	<b>Closing by Charles Tocci, Loyola University Chicago</b>	