



**Image Title:** Vote for woman suffrage, Nov. 2, 1915

**The Progressive Movement unit:** *Digital Image ID 733582F*



### Discussion Questions and Writing Prompts

- Read the words on the poster. What point of view is the poster written from? Who is the audience?
- Analyze the image. What are the man and woman doing? What is their relationship? How are they reacting to one another?
- Why do political causes use posters? Is this medium an effective way to reach the public and advocate for a cause?

### NYC Scope and Sequence

<b>Progressivism (1890–1913)</b> Industrialization and Immigration Key Figures (Teddy Roosevelt, Jacob Riis, W.E.B. DuBois) Muckrakers NAACP and Civil Rights Temperance/Prohibition Settlement Houses Regionalism <b>Women's Suffrage</b> <b>19th Amendment</b> Rise of Socialist Movement Legislative Reform	Government Regulation Labor Reform Legislation Minimum Wage Labor Unions Collective Bargaining Workers' Compensation Child Labor Safety Regulations Trust Busting Government Regulation of Railroads Graduated Income Tax Federal Reserve Act
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### Information Literacy Continuum

**STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING** “I am a thinker.”

An independent learner asks authentic questions and accesses, evaluates, and uses information effectively to develop new understandings.

**STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH** “I am an explorer.”

An independent learner responds to and creates literary and artistic expressions, uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.

**STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY** “I am a citizen.”

An independent learner contributes to the learning community by seeking multiple perspectives, sharing his or her understandings with others.



**Image Title:** Women Suffrage.

**The Progressive Movement unit:** *Digital Image ID 733579F*



### Discussion Questions and Writing Prompts

- What are the people doing in this image? Who is walking and who is observing? How many people do you think are present in this photograph?
- Why do people march in parades? Are they effective?
- What other important and historical marches or parades do you know about?

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**Image Title:** This young driver has been working ... every day for a year September 1908.

**The Progressive Movement unit:** *Digital Image ID 464388*



### Discussion Questions and Writing Prompts

- What can you learn about this boy by studying the photograph? Describe what he looks like. How old do you think he is? How does he feel?
- What might the working conditions have been like for this young boy? How much were his wages?
- How would you feel if you had to work every day for a year? What emotions do you feel when you look at this photograph?

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**Image Title:** This little girl is so small she has to stand on a box..., December 1910.

**The Progressive Movement unit:** *Digital Image ID 464383*

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To access this and other images, visit the Digital Gallery at <http://digitalgallery.nypl.org>.

This project was made possible by a generous grant from The Carroll and Milton Petrie Foundation.



### Discussion Questions and Writing Prompts

- What are these young girls doing?
- What is this little girl standing on? Why is she standing on it?
- Do you see any potential danger these girls may face while working?
- Why do you think they are at a factory?
- How does childhood in this image compare with yours? With children in other countries?

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