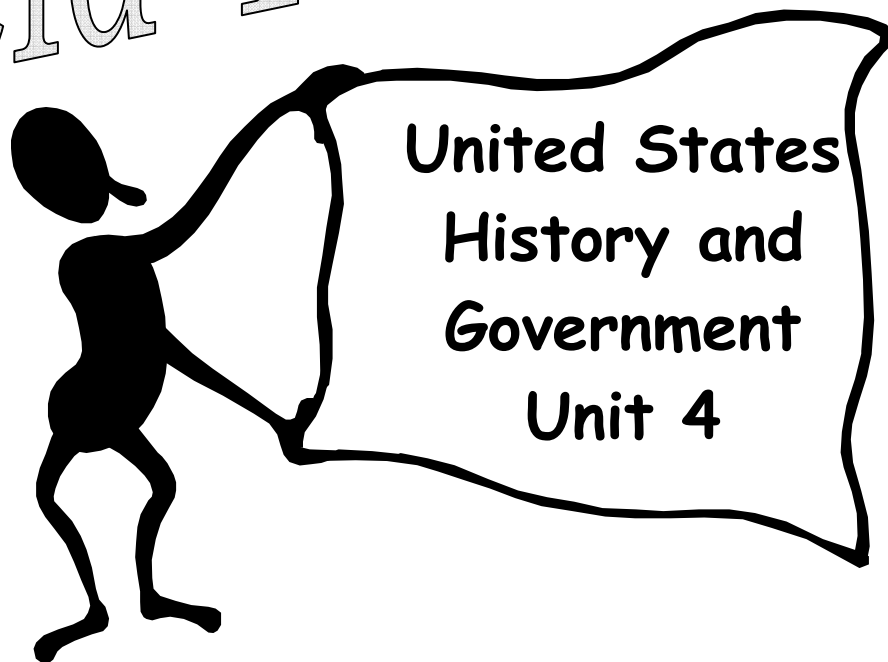


New York City Department of Education
Department of Social Studies

Field-Test Edition



**The Progressive Movement: Responses to the
Challenges Brought About by Industrialization and
Urbanization**

How can public opinion be mobilized to effect change?

A Sample Unit of Study

Teachers contributing to this unit are:
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THE NEW YORK CITY DEPARTMENT OF EDUCATION

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Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit was created using the "backward planning" design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an "essential question," which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: "What does it mean to be free?" or "What is the role of government?"

Once we have created the essential question, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,

A handwritten signature in black ink that reads "Elise Abegg". The signature is written in a cursive style with a large, stylized 'E' and 'A'.

Elise Abegg
Director of Social Studies

Dear Reader,

Welcome to the United States History and Government Unit 4, *The Progressive Movement: Responses to the Challenges Brought About by Industrialization and Urbanization*. This unit has been designed for New York City teachers by New York City teachers and is aligned with the New York State social studies standards.

The New York State Department of Education divides United States History and Government into seven large units. Each unit acts as an umbrella for the several mini-units within it. In order to help students grasp all of the content, we have created an Essential Question that ties together all of the mini-units. This enables students to see the bigger picture and connect with the content. The unit culminates with a project that is directly tied to the Essential Question and that provides students with a means to demonstrate their knowledge. You may want to balance this project-based assessment with Regents-style exams at the end of each mini-unit to help prepare students for their state assessments.

Inside this packet you will find an overarching Essential Question; some focusing questions; a culminating project; a graphic overview of the unit, a historical overview, a chart connecting the mini-unit topic to the Essential Question and culminating assessment; a list of resources; a complete mini-unit; and blank mini-unit planning templates. We have intentionally completed only one mini-unit to illustrate our brainstorming process, how the mini-unit connects to the Essential Question, and how the lessons scaffold the culminating project. We hope that during your grade-level meetings and/or your extended professional development sessions you will collaborate with your colleagues to customize and enrich the lessons within, as well as create your own meaningful mini-units.

Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world, and why we need to be involved citizens. With your help, this unit of study will help students gain essential skills and strategies as they immerse themselves in researching content while finding meaningful ways to show their understanding.

Graphic Overview of the Unit

Essential Question: How can public opinion be mobilized to effect change?

The Progressive Movement

Pressures for Reform in America

Progress: Social and Economic Reform and Consumer Protection

Progressive and Government Action

Emerging Global Involvement

Restraint and Involvement

Wartime Constitutional Issues

The Search for Peace and Arms Control

Mini-Units



Culminating Project: Student-Created Progressive Era Newspaper

Historical Overview

The Progressive Era was a time of exciting social changes and profound cultural conflicts. For many Americans, the growth of cities, the rise of a consumer culture, and the so-called "revolution in morals and manners" represented liberation from the restrictions of the country's Victorian past. But for many others, the United States seemed to be changing in undesirable ways. The result was a thinly veiled "cultural civil war," in which a pluralistic society clashed bitterly over such issues as foreign immigration, evolution, the Ku Klux Klan, and race.

During this era of business expansion, the Progressives, as they called themselves, worked to make American society a better and safer place in which to live. Drawing support from the urban, college-educated middle class, reformers created a Progressive movement, mobilizing public opinion in their quest to eliminate corruption in government, regulate business practices, address health hazards, improve working conditions, and give the public more direct control over government. They were responsible for the introduction of the ballot initiative, the referendum, and voting recall; they advocated direct electoral primaries (to nominate candidates for public office), direct election of senators, and women's suffrage. At the local level, many Progressives sought to suppress red-light districts, expand high schools, construct playgrounds, and replace corrupt urban political machines with more efficient systems of municipal government.

At the state level, Progressives enacted minimum wage laws for women workers, instituted industrial accident insurance, restricted child labor, and improved factory regulation. At the national level, Congress passed laws establishing federal regulation of the meat-packing, drug, and railroad industries, and strengthened anti-trust laws. Furthermore, Congress established federal control over the banking system, and enacted legislation to improve working conditions.

Four constitutional amendments were adopted during the Progressive Era: they authorized an income tax, provided for the direct election of senators, extended the vote to women, and prohibited the manufacture and sale of alcoholic beverages. The adoption of these amendments and other societal changes occurred largely due to the mobilization of public opinion. Journalists made the American people aware of key issues, and the people demanded that politicians act to address them.

Meanwhile, public opinion was mobilized around different, less reform-motivated actions abroad. In the global context, industrialization created a demand for colonies, both for raw materials and for trading ports. Newspaper headlines emphasized America's eagerness to compete with the European imperialist powers. This competition justified actions such as the opening of Japan, the Boxer Rebellion, and the acquisition of the Philippines. American public opinion seemed to embrace a second phase of Manifest Destiny, and at the same time the U.S. government enacted protectionist policies in our own region, as can be seen in Latin America with the Monroe Doctrine, Dollar Diplomacy, and the creation of the Panama Canal.

Toward Europe, the United States maintained an isolationist attitude. A prime example of this isolationism was American resistance to entering World War I. In the end, several events led to U.S. intervention: the sinking of the Lusitania, a British passenger liner; unrestricted German submarine warfare; and the Zimmerman note, which revealed a German plot to provoke Mexico into war against the United States. When Russia pulled out of the war, the United States gave in to the pressure to join the war effort. Millions of American men were drafted, and Congress created a War Industries Board to coordinate production and a National War Labor Board to unify labor policy. The War itself, however,

reinforced the people's desire to return to an isolationist policy, as can be seen by the Senate's refusal to ratify the Treaty of Versailles.

Interestingly, the War's end furthered the goals of the Progressive movement. With African Americans fighting abroad and women working domestically, this war greatly helped their respective social reforms. In sum, during the Progressive Era public opinion was mobilized to foster change, both domestically and internationally.

Essential Question: How can public opinion be mobilized to effect change?

The following chart shows how the mini-unit topic is connected to the Essential Question and how the focusing questions highlight the specific content. Furthermore, the last column shows the connection to the culminating project as can be seen by the modeled section “Pressures for Reform in America.” This column was intentionally left blank with the hope that your team would complete it as you design your own mini-units and scaffold the student learning towards the culminating project. In order for this project to be feasible, students need to learn about and create at least one entry during each mini-unit.

Mini-unit Topic	Connecting to the Essential Question	Focusing Questions	Connections to the Culminating Project
<i>Pressures for Reform in America</i>	Journalists, including “yellow” journalists and “muckrakers,” played an essential role in educating the public about the various social, economic, and political problems of the Progressive Era. The newspaper tactics employed influenced the public and made the citizens demand change.	<ul style="list-style-type: none"> • How did the Progressive Era newspaper moguls mobilize public opinion to effect change? • What political, economic, and social problems in late-19th-century America led to the call for reform? • How could a muckraker or a yellow journalist inform the public about the great disparity of wealth? • How can an editorial inform society about the need for reform? 	<ul style="list-style-type: none"> • Students are put into groups and are introduced to their project. • Students learn about the different sections of a newspaper. • Students learn about the power of photographs / images. • Students learn about and write an editorial. The article they write will go into their newspaper.
<i>Progress: Social and Economic Reform, and Consumer Protection</i>	Journalists, women, African Americans, immigrants, and workers used multiple means to encourage change, such as newspaper articles, poetry, music, art, speeches, rallies, conventions, and court appeals.	<ul style="list-style-type: none"> • How did journalists influence public opinion? • How did the actions of groups of individuals encourage change? • How were Progressive reforms achieved? 	<ul style="list-style-type: none"> •
<i>Progressive and Government Action</i>	Public call for change led to T. Roosevelt’s Square Deal, Wilson’s New Freedoms, and the women’s suffrage amendment.	<ul style="list-style-type: none"> • How were the powers of the presidency influenced by the reforming roles played by Theodore Roosevelt and Woodrow Wilson? • How did the Supreme Court both aid and retard Progressive reform at this time? • What was the effect of World War I on domestic reform movements? • In what areas did the Progressive Era reforms fail? • To what extent does the Progressive Era still manifest itself in today’s society? 	<ul style="list-style-type: none"> •

<p><i>Emerging Global Involvement</i></p>	<p>The American press supports increased economic and political involvement in world affairs.</p>	<ul style="list-style-type: none"> • How did the second phase of Manifest Destiny in Asia and Latin America compare with U.S. ideology and policy of 1840? • How was Social Darwinism reflected in United States foreign policy from 1890 to 1914? • How did newspapers encourage this second phase of Manifest Destiny? • Were United States actions in Latin America during this period a continuation of or a departure from previous American policy? 	<ul style="list-style-type: none"> •
<p><i>Restraint and Involvement</i></p>	<p>The US press highlights tragedies such as the sinking of the Lusitania to promote US entry into the WWI.</p>	<ul style="list-style-type: none"> • In what ways did United States policy from 1914 to 1917 violate Wilson's promise of neutrality in thought and actions? How did this action lead the United States into war? 	<ul style="list-style-type: none"> •
<p><i>Wartime Constitutional Issues</i></p>	<p>Fear is used to justify changes in the laws.</p>	<ul style="list-style-type: none"> • How did World War I restrictions on civil liberties compare with those imposed during the Civil War? During World War II? With the Patriot Act? 	<ul style="list-style-type: none"> •
<p><i>The Search for Peace and Arms Control, 1914</i></p>	<p>Americans are mobilized and take an active role in government policy.</p>	<ul style="list-style-type: none"> • How did World War I restrictions on civil liberties compare with those imposed during the Civil War? During World War II? With the Patriot Act? 	<ul style="list-style-type: none"> •

Student Outcomes

Skills Outcomes:

1. Comprehension skills.
2. Research and writing skills.
3. Interpersonal and group relation skills.
4. Sequencing and chronology skills.
5. Newspaper skills.
6. Graph and image skills.
7. Presentation skills.

Content Outcomes:

1. The role of “yellow” (or sensationalistic) journalism and the muckrakers in exposing the problems in business, government, and society, and thereby fostering change.
2. The goals of the Progressive movement and the different ways they were achieved: presidential actions, congressional legislation, Supreme Court rulings, constitutional amendments, state government actions, local government actions, actions of individuals and groups outside of the government.
3. How oppressed groups organized to create change: NAACP, the women’s movement, the Anti-Defamation League.
4. The rise of American power in the world during the late 19th century, the factors that made this growth possible, and the social, economic, and political consequences in American life.
5. The United States imperialist designs in Asia and Latin America, supported by Social Darwinism, representing a second phase of Manifest Destiny.
6. The roots and manifestation of Wilsonian moralism; the causes of American entry into World War I and the role played by the U.S. in ending the war.
7. Restrictions on civil liberties during wartime.
8. The effect of World War I on domestic social movements.

Culminating Project: Student Newspaper: An Era in Review

Since the “muckrakers” helped to bring attention to the ills of society, it is fitting for this five-week unit to culminate with students creating their own newspaper. Students will be responsible for the writing, layout, and publishing of the newspaper. The finished product will ultimately address the essential question: *How can public opinion be mobilized to effect change?* Each group will print a newspaper and distribute it throughout the school.

Introduce the newspaper project at the beginning of the unit. At this time you should also assign students to groups so that they can begin deciding who will be responsible for each role: Content Editor, Grammatical Editor, Layout Editor, Editor in Charge (makes sure all submissions are timely).

Throughout the unit, each student will produce at least one entry on each of the following topics:

- Pressures for reform in America.
- Progress: social and economic reform, and consumer protection.
- Progressive and government action.
- Emerging global involvement.
- Restraint and involvement.
- Wartime constitutional issues.
- The search for peace and arms control.

Entries will include the following genres:

- Exposé.
- Feature article.
- Political cartoon.
- Comic strip.
- Photograph.
- Letter to the editor.
- Book review.
- Charts or graph reflecting data of the time period.
- Editorial.
- Advertisement.

After the completion of the seven mini-units, each group will review all of their entries and format their paper. Each group will compile a newspaper consisting of at least one of each of the topics and one of each of the genres listed above.

Newspaper: Progressive Era Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Layout: Headlines and Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines, OR many articles do not have adequate headlines, OR many graphics do not have captions.
Contributions of Group Members	Each person in the group has contributed at least two articles and one graphic without prompting from teachers or peers.	Each person in the group has contributed at least one article and one graphic with a few reminders from peers.	Each person in the group has contributed at least one article with some minimal assistance from peers.	One or more students in the group required quite a lot of assistance from peers before contributing one article.
Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than three spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
Articles: Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles: Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.

Graphics	Graphics are in focus, are well-cropped, and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles, OR no graphics were used.
Who, What, When, Where and Why	All articles adequately address the Five W's (who, what, when, where, and why).	90-99% of the articles adequately address the Five W's (who, what, when, where and why).	75-89% of the articles adequately address the Five W's (who, what, when, where, and why).	Less than 75% of the articles adequately address the Five W's (who, what, when, where, and why).
Articles: Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The articles contain some facts or figures but are marginally interesting to read.	The articles do not contain facts or figures that might make them interesting to read.
Editorials: Relevance and Accuracy	The information was accurate and there was a clear reason for including the editorials in the newspaper.	The information was accurate and there was a fairly good reason for including the editorials in the newspaper.	The information was occasionally inaccurate or misleading, but there was a clear reason for including the editorials in the newspaper.	The information was typically inaccurate, misleading, or libelous. No clear reason for the editorials to be included.
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.

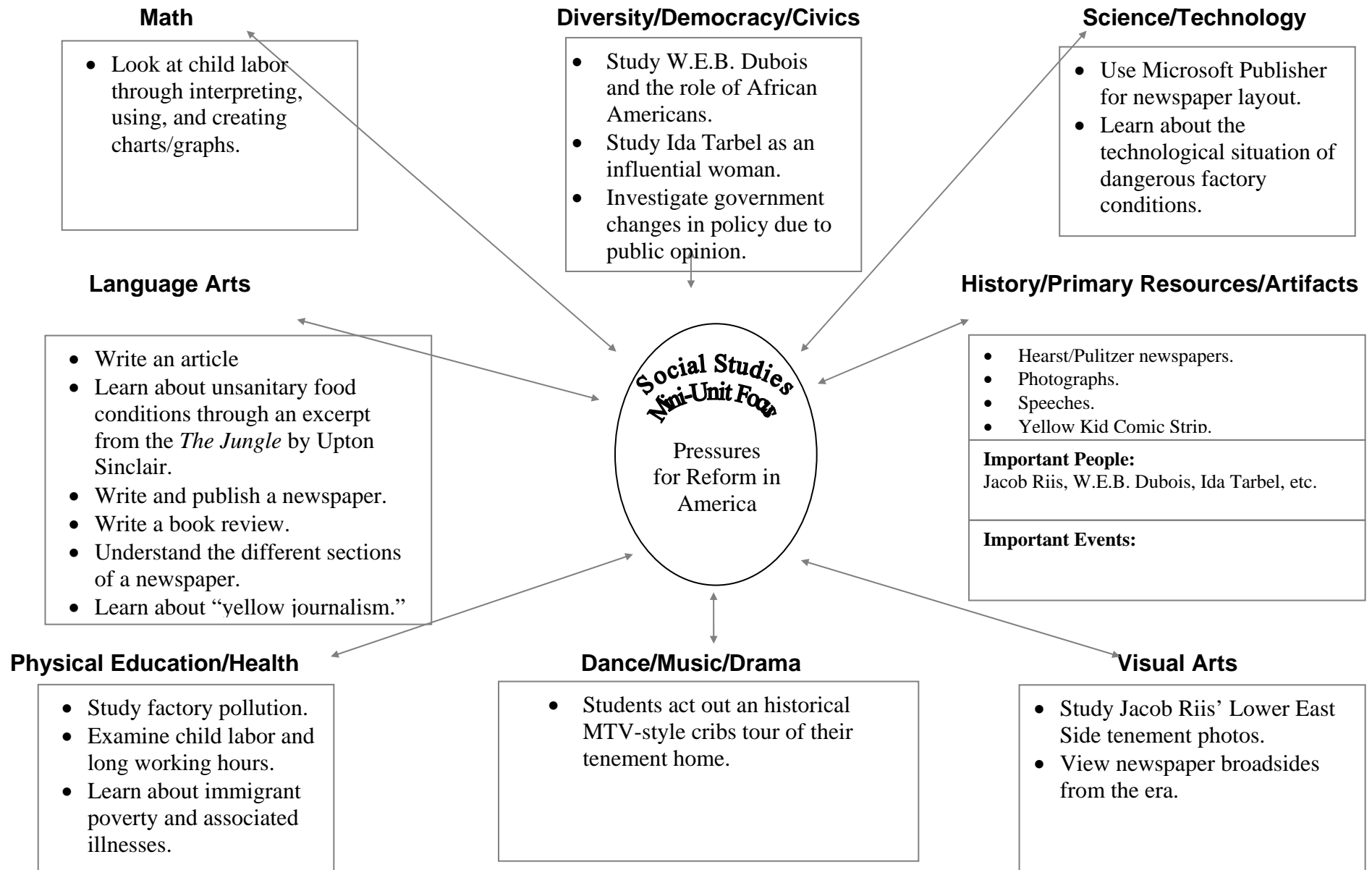
This rubric is just a sample and should be tailored to your newspaper assignment.
You can create your own at <http://rubistar.4teachers.org>.

Pressures for Reform in America

Mini-Unit

Title of Unit: THE PROGRESSIVE MOVEMENT: RESPONSES TO THE CHALLENGES BROUGHT ABOUT BY INDUSTRIALIZATION AND URBANIZATION

Unit Essential Question: How can public opinion be mobilized to effect change?



Lesson #1

Focusing Question: How did the Progressive Era newspaper moguls mobilize public opinion to effect change?

Objectives:

1. Students will begin to think about how media shapes public opinion.
2. Students will begin to consider the notion that public policy is shaped by public opinion.
3. Students will learn about the culminating project.
4. Students will learn about yellow journalism.
5. Students will connect the essential question to themselves and see how it relates to Unit 4.
6. Students will see media bias in modern day newspapers.

Materials:

1. Hearst quote: “You furnish the pictures, and I’ll furnish the war.”
2. Handouts explaining culminating project.
3. Two articles on the big issue of the week showing two perspectives. These should be from different newspapers, e.g. *The New York Times* and *The Post*.

Procedure:

1. The teacher will explain that different newspapers have different opinions. The teacher will then hand out two articles on the big issue of the week. These articles will be from two different newspapers.
2. In pairs, the students will compare and contrast the articles. The teacher may need to focus the students on certain aspects, such as the headline or how a certain group is referred to.
3. The students will log their information into a self-created Venn diagram.
4. After several minutes the students will share their findings.
5. The class will then have a discussion on why we have different newspapers, the meaning of objectivity, and the concept of “freedom of the press” in a democracy.
6. The teacher will then explain that in the late 19th century, the only sources for information were the newspapers. Thus, the newspapers wielded much political power, since they are the ones who influenced public opinion. Hearst and Pulitzer did not use objective stories; instead they used sensationalism. It was these half-truths that increased their sales and persuaded public opinion. This type of journalism is known as yellow journalism.
7. Next, the teacher will place the following Hearst quote on the board: “You furnish the pictures, and I’ll furnish the war.”
8. The students will think about that quote in light of what they just heard and do a quick free-write on it.
9. The students will then share their thoughts by turning and talking to their neighbor.
10. The teacher will give an overview of all of the mini-units in the upcoming unit and walk the students through it using the Essential Question lens.
11. Students will be introduced to the unit’s culminating newspaper project and will choose, or be placed in, their culminating newspaper groups.

Teachers Note: To make sure that students are not overwhelmed, it must be emphasized that as the students are learning the mini-unit’s content they will be simultaneously learning the necessary newspaper skills. During each mini-unit they each will be composing an entry for their groups’ newspaper, and by the end of the seven mini-units they will have a plethora of entries.

Summation:

In groups, agree on a name for the historical newspaper.

Lesson #2

Focusing Question: What specific political, economic, and societal problems in the late 19th century led to the call for reform?

Objectives:

1. The students will learn about the various political, economic, and social issues in the late 19th century, including but not limited to: child labor, government corruption, unsafe working conditions, unequal pay for women, lack of opportunities for African Americans, and unsanitary conditions in food production.
2. The students will be introduced to the structure of a newspaper.
3. The students will understand the role of the journalists from this time period.

Materials:

1. A class set of newspapers.
2. Six pieces of poster paper.
3. Six blown-up documents, one on each of the following: child labor, government corruption, unsafe working conditions, unequal pay for women and African Americans, and unsanitary conditions in food production.
4. Tape.
5. Markers.

*Before the class begins, tape each document to the top of a poster. Draw a T-chart under the document. The left side will read “your response” and the right side will read “your solution.” Tape these posters to the walls of your classroom, leaving a good distance between each one.

Procedure:

1. Have students open their newspaper and look at the table of contents. On the board, list the sections of the paper. Have the students make a graphic organizer in their notebook with following categories: section, description, types of entries.
2. Then lead the whole class in filling out the first section of the chart, the front page. Elicit the following from the class: a summary of the front page’s purpose and the types of entries on the front page. For instance, the front page has an eye-catching photo and the most eye-catching articles/lead story.
3. Place the students in groups and assign a different section to each group. Therefore each group will only be analyzing one section.
4. Have each group share their findings with the class.
5. After the students understand the different sections of a paper, direct their attention to the documents hanging around the room. Explain that each document contains a different issue from the Progressive Era. In order to focus the students, it must be made explicit that they are to think about: (a) the meaning of the document, (b) how they feel about the issue being presented, (c) a possible solution to the issue being presented, and (d) in which section of the newspaper to place the information.
6. Next, remind the students about the “gallery walk” procedure, which is as follows:
 - a. Students will be put into groups of five and receive a marker.
 - b. Each group will start at a different document.
 - c. Each group will discuss and analyze the document in front of them.
 - d. Using their marker, they will write their feelings/opinions on the social issue presented in the document.
 - e. After five minutes, the teacher will announce it is time to move onto the next document.

- f. Here the students will view the document as well as read their peers' comments.
- g. Using their marker, they will add onto the poster with their own comments.
- h. After five minutes, the teacher will announce it is time to move onto the next document.
- i. Since the poster is quite saturated with "public opinion" at this point, the students discuss the document, read the comments, and this time, add possible solutions to the issue presented.
- j. Repeat this until students arrive back at their first document.
- k. Have a person from each group share out the information by summarizing the document, the comments, and the solutions.

Summation:

Choose the issue you found most concerning in the gallery walk and explain why it bothered you. What would be the most effective way to present this issue in your historical newspaper? Which section would it go into?

Lesson #3

Focus Question: Why was the disparity of wealth between the rich and the poor during the late 19th century such a pressing issue?

Objectives:

1. Students will understand the wealth and excesses of the rich, and the poverty faced by the “other half” of society.
2. Students will activate their prior knowledge from the previous unit on industrialization and see how it connects to the Progressive Era.
3. Students will see how the Progressive Era brought attention to the problems caused during industrialization.
4. Students will see how the media portrays cultural values of the time period.
5. Students will understand the role and power of the press.
6. Students will understand the role of Jacob Riis.

Materials:

1. Overhead projector.
2. Three sets of images of immigrants in the Lower East Side tenements.
3. Three sets of images of the Hearst Castle or the Pulitzer mansion.
4. One-page biography on each of the following: Riis, Hearst, Pulitzer, Rockefeller.
5. One transparency image of the interior of Henry Flagler’s mansion.
6. One image of a home on a transparency for teacher use.
7. Guiding worksheets.
8. Video clip of MTV Cribs.
9. VCR/TV.
10. Selection of books/resources providing historical background on the time period.

Procedure:

1. Provide the students with an overview of what they will be doing and the purpose. Also remind the students of yesterday’s activity and the unit’s essential question. Explain to the students that they will be looking at various problems in American society that stemmed from the Industrial era. As they explore the problems in society, students will be thinking about how to educate the public about them. Focus the students on the day’s objective, which is looking at the socio-economic disparity in U.S. society during the late 19th century.
2. Show a clip of MTV Cribs and tell the students to write down one object that is highlighted during the celebrity house tour. (*Note: If video clip is not available, teacher will elicit responses by merely asking the students about the television show and the common objects flaunted by the featured celebrities*)
3. Have the students share their selected objects with the class and explain how the objects highlighted in the star’s “crib” make a particular statement about what we value in our culture today.
4. Explain to students that they will be creating their own MTV tour of an industrialist/newspaper mogul or an immigrant during the Gilded Age. Each group will be provided with three images of a particular monopolist’s mansion or of the tenement dwellings. They will use the images to create a tour of their home.
5. Model a historical MTV tour for the students by placing a photo of a Flagler’s historical mansion on the overhead. Then model the thought process of creating such a tour by asking the students: What do you see in the room? What does it tell you about the people who live

there? Applying that information, you will read your Flagler tour. A sample script of Henry Flagler's mansion (found at the Museum of the City of New York) is provided for you below.

6. Divide the students into groups and give them the appropriate guiding worksheets, images, and background biographies. Using these materials, they create their MTV-crib style script.
7. Students should be prepared to present the next day.

Summation:

How did the images help you get into the lifestyle of the people?

Do you agree that a photo is more powerful than the written word? Explain.

When and when would you use a photo in your newspaper?

Adaptation: You could also do a similar version of this exponential lesson at The Museum of the City of New York, who has the interiors of the Rockefeller rooms on permanent exhibit as well as the largest archival collection of the Jacob Riis images.

Sample Teacher MTV Script

Based on the Henry Flagler Period Alcove at the Museum of the City of NY

My name is Harry Harkness Flagler and this is my crib. As you can see by looking around my home, I live a very comfortable life. My father, Henry Morrison Flagler, used to be involved in a very successful business called the Standard Oil Company. I understand that you are going to see the home of his former business partner John D. Rockefeller a little later.

Actually, compared to my house, the Rockefeller home is quite plain—too conservative if you ask me! My drawing room, on the other hand, really gets your attention. From the carpet on the floor to the elaborately decorated ceiling, my drawing room signifies wealth and power to others. The trim throughout the room lets you know that I can afford to cover my home in gold. The miniature portraits that are on display on the right are all valuable collector's items. A servant broke one of those delicate frames when she was cleaning last month and I sent her packing. You have to keep the servants in their places you know.

Back to my lovely home. The painting above the mantelpiece is done in a classical style and it is hanging there to let you know what good taste I have. You see, a drawing room is a very formal space, one that is used with visitors. You always want it to give the best possible impression. Everything is so ornate because it lets visitors (even time travelers) know how important I am. Among my associates wealth and power are the only things that matter. Good heavens look at the time. I have an appointment. The maid will see you out.

Student Worksheet for the Industrialist / Newspaper Mogul Script

You have entered into a time warp. It is now the year 1910, and you are a member of the rich and famous. MTV has contacted you to give a tour of a room in your home. For your television interview you will need to prepare by writing down the following information.

1. Self introduction.
2. Briefly describe your background and what your life is like.
3. Choose four artifacts/photos/paintings/pieces of furniture and
 - Briefly describe how each looks.
 - Explain its purpose (how you use it, or if it is purely decorative).

Now that you have all this information written down, you need to choose one member of the group who will act as the tour guide and present their “crib” on video.

*Remember, on video the presenter must be in character.

1. Who are you?

2. What is your life like? What do you do for money? What is your social life like?

1. Selecting objects

a. Object #1 _____

Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

b. Object #2 _____

Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

c. Object #3 _____
Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

d. Object #4 _____
Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

Student Worksheet for the Jacob Riis Lower East Side Tenement Photos

For the Jacob Riis MTV Crib Tour, you have a choice of two scenarios. You will need to choose one perspective and develop your tour/ presentation in that character.

Scenario #1: You are a reporter.

You have entered into a time warp. It is now the year 1910, and you are a reporter. Jacob Riis's photos motivated you to visit the Lower East Side tenements to see these terrible living conditions first hand. You will be giving a presentation at a conference about what you saw. To prepare for your presentation you will need to:

1. Explain the daily lives of the tenement immigrants you met.
2. Briefly describe their background.
3. Pull information from one to three photos illustrating their impoverished life.
4. Assess their situation and make a recommendation for a solution.

Scenario #2: You are an immigrant in the photos.

You have entered into a time warp. It now the year 1910, and you are an immigrant living in the tenement houses on the Lower East Side. Because of the photos that Jacob Riis has taken of your home, MTV has contacted you to give a tour of a room in your home. For your television interview you will need to prepare by writing down the following information.

4. Self introduction.
5. Briefly describe your background and what your life is like.
6. Choose one to three photos that show your life and your home; from these photos:
 - a. Choose 4 artifacts/photos/paintings/pieces of furniture and
 - Briefly describe how each looks.
 - Explain its purpose (how you use it, or if it is purely decorative).

Now that you have all this information written down, you need to choose one member of the group who will act as the tour guide and present their "crib" on video.

*Remember, on video the presenter must be in character.

The questions below will help guide you in creating your Immigrant Presentation.

1. Who are you?

2. What is your life like? What do you do for money? What is your social life like?

2. Selecting objects

a. Object #1 _____

Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

- b. Object #2 _____
Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

- c. Object #3 _____
Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

- d. Object #4 _____
Describe its appearance:

What is its purpose?

How does it reflect your lifestyle?

3.. If you are a reporter, what is your recommendation to alleviate or change conditions under which the inhabitants of the Lower East Side live?

Lesson #4

Focusing Question: How could a muckraker or yellow journalist inform the public about the great disparity of wealth?

Objectives:

1. Students will improve their presentation skills.
2. Students will understand the social and economic gap in society during the late 19th and early 20th century.
3. Students will understand the role of an investigative reporter.
4. Students will understand the role of Jacob Riis' in mobilizing public opinion.
5. Students will understand the difference between yellow journalism and muckrakers. (One consists of sensationalized, and even fictionalized, stories, while the other refers to uncovering social problems, an approach closer to what we would now call investigative reporting).

Materials:

1. One transparency of each of the images that the students were provided with the day before.
2. Overhead projector.

Procedure:

1. Remind the students that they will be presenting their historical MTV crib tours so that we can see the lives of two different groups living at this time.
2. Students get into groups for five minutes to do last-minute preparations for their presentations.
3. Student presentations.

Summation:

Discussion Questions:

- How are the rich and poor interdependent? What is their relationship to one another?
- To what extent should society be responsible for helping the poor?
- Should the wealthy take on the responsibility for assisting people in need?
- Does this disparity of wealth still exist today?
- Why were the newspaper moguls so wealthy? Do you think their wealth colored their newspapers' perspective?
- Why did Jacob Riis' take and publish these photos?
- How do you think the public responded to these images?
- What is the role of an investigative photographer?
- Would you consider Jacob Riis a muckraker or a yellow journalist? Or both?
- How would a yellow journalist report on this issue?
- What is the purpose of images in a newspaper?

Write on the following:

- Pretend you are a yellow journalist, write an expose alerting the public to this issue of "how the other half" are living. This should be finished for homework.

Historical Role Play: MTV Tour Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Points-of-view, arguments, and solutions proposed were consistently in character.	Points-of-view, arguments, and solutions proposed were often in character.	Points-of-view, arguments, and solutions proposed were sometimes in character.	Points-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which character "saw" things differently than other characters.	Can clearly explain one way in which character "saw" things differently than other characters.	Cannot explain one way in which character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.

Created at <http://rubistar.4teachers.org>

Lesson #5

Focusing Question: How do editorials impact public opinion?

Objectives:

1. Students will learn the purpose and structure of an editorial.
2. Students will see that there were many social and economic challenges during this time period.
3. Students will see how newspapers help to educate the public and promote change.

Materials:

1. One editorial from a current newspaper.
2. One editorial from a Hearst or Pulitzer paper.

Procedure:

1. Remind the students of their work on the various Progressive Era problems. Elicit a list of the issues from the students and write them on the board.
2. Explain to students that they are going to choose one of the issues and write an editorial on it.
3. Explain that an editorial is one writing style used to express an opinion or reaction to timely news, event, or an issue of concern. Most editorials are used to influence readers to think or act the same way the writer does. Not all editorials take sides on an issue, but they generally have one of the following four purposes:
 - *Inform:* The writer gives careful explanations about a complicated issue.
 - *Promote:* The writer tries to promote a worthy activity to get the reader involved.
 - *Praise:* The writer praises a person or an event.
 - *Entertain:* The writer encourages or entertains the reader about an important issue.
4. Next, provide the students with an editorial from a current newspaper on a topic that is of great interest to them.
5. In groups of four, have them review the editorial and ascertain which purpose it serves. They must support their perspective with the text.
6. Have the groups share out.
7. Using the same editorial, have the same groups work together to see if they can make an outline of the format. For instance what goes into the first paragraph, the second, third, etc.

Teachers Note: The following is a sample format of a five-paragraph editorial:

1. A personal experience/the thesis statement.
 2. Explanation of the other side of the issue.
 3. Examples to support the author's point of view.
 4. Reasons for the author's point of view.
 5. The last paragraph restates the thesis statement and ends on a positive note.
8. Provide the students with an editorial from Hearst or Pulitzer.
 9. Have them compare and contrast the style of yellow journalism to that of a current newspaper.

Teachers Note: Depending on your students' needs and abilities, steps 8 and 9 might not be appropriate.

Summation:

- Why is an editorial different from an objective article?
- How does an editorial mobilize the public on a particular issue?
- Each student will be writing an editorial on one Progressive Era issue for homework. Have the students get into their newspaper groups and decide which topics they will each write their editorial on.

Homework: Using the format discussed in class, students will write an editorial on their chosen Progressive Era issue.

Lesson #6

Focusing Question: How can an editorial inform society about the need for change?

Objectives:

1. Students will understand the power of a well-expressed opinion.
2. The lesson will reinforce the content of the mini-unit.
3. Students will have an opportunity to improve their writing skills.

Materials:

1. Chart paper.
2. Markers.
3. Student editorials (Homework from lesson #4).
4. Marking pens.

Procedure:

1. Lead the whole class in a discussion on what they are going to look for in each other's work. Two checklists will be generated from this discussion: one list refers to the mechanics, the other to content.
2. There should also be a discussion about respecting each other and how to give "cool" and "warm" feedback. You might want to brainstorm a list of respectful peer editing behavior.
3. In their newspaper groups, students will edit the work of the other members of their group using the class-generated checklist. Once each person in the group has read each of the editorials submitted, they will discuss which pieces they feel would have the greatest impact on reforming society and why.
4. The group may choose to combine several editorials into one, publish more than one editorial, and/or continue to improve upon the ones they wrote.
5. Each group will share out how the day's process went as well as how they decided which articles to keep, combine, or improve.

Summation:

1. Do you think editorials such as the ones you have written could help create societal change?
2. How did the process of reading the editorials written by your classmates help you distinguish the difference between strong arguments and not so strong arguments?

Homework:

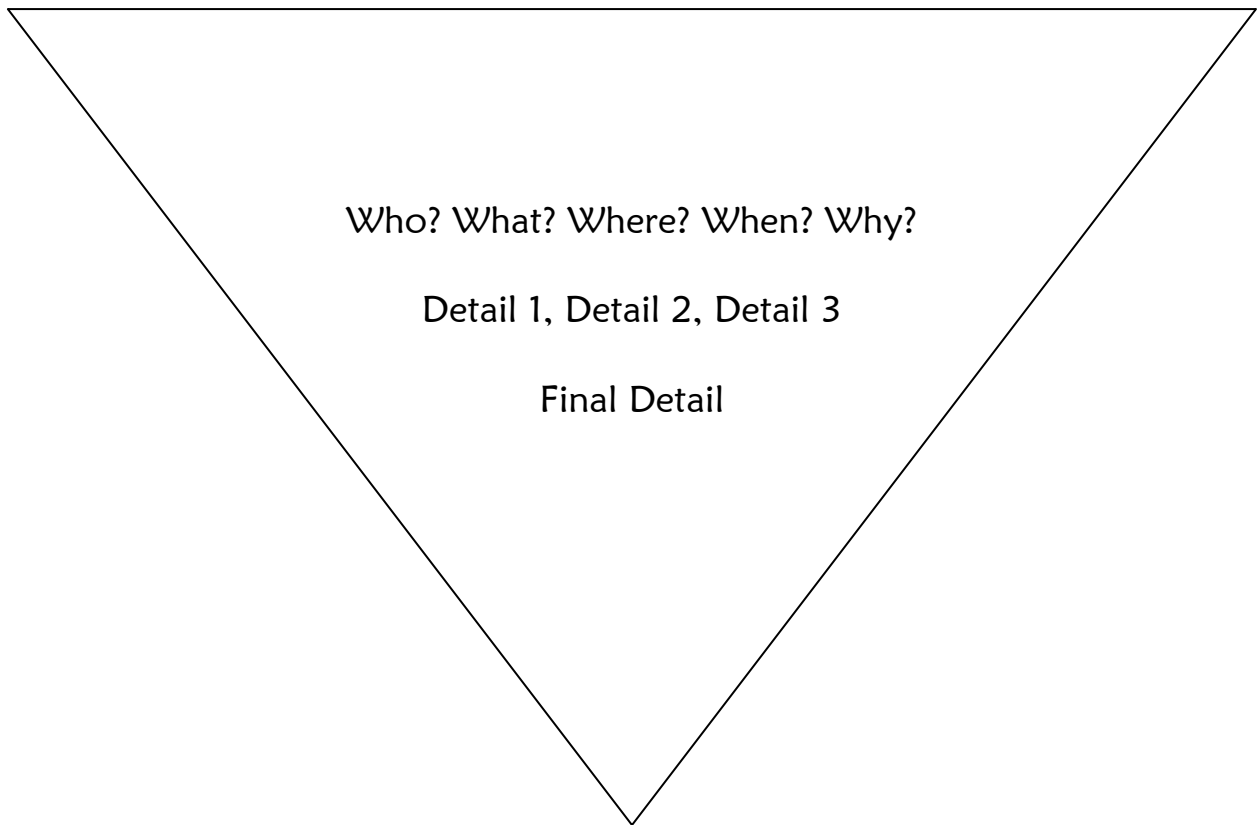
All students will have to rewrite their editorials based on their peers' suggestions. The final revisions will be placed in the culminating newspaper project.

Helpful Handouts for Writing a Newspaper

Inverted Pyramid Format

Newspaper articles are written using an “inverted pyramid format” as shown below. The most important information is at the top (beginning of article), and the least important information is at the bottom (end of article).

LEAD/HEADLINE



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Newspaper Story Format

NAME _____

ENTER LEAD/HEADLINE

Enter the Five Ws in these boxes

--	--	--	--	--	--

ENTER THREE LESS IMPORTANT DETAILS IN THESE BOXES

--	--	--

ENTER THE LEAST IMPORTANT DETAIL IN THE FINAL BOX

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Story Feedback Form

Reporter's Name: _____

Place a check mark in the box to show that the newspaper story has been edited for each of the following items.

Story Includes:	Self	Editor #1	Editor #2
Who?			
What?			
When?			
Where?			
Why?			
Lead: Does it "grab"?			
Opinion is left out			
Clearly written			
Spelling is OK			

Comments: (Editor 1)

Comments: (Editor 2)

Reporter's Guide

_____ Reporting

(Student's Name)

Who?

What?

Where?

When?

Why?

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July 19, 2005

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Page URL: http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html

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Photo Analysis Worksheet

Step 1. Observation

- A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

- B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find answers to them?

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July 19, 2005

Poster Analysis Worksheet

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
 - a. Clear (easy to interpret)? _____
 - b. Memorable? _____
 - c. Dramatic? _____
4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

**Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.**

Page URL: http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/poster.html

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Suggested Readings / Humanities Applications:

Reading that illustrates a perspective on the need to regulate business:

- “Conditions in a Sausage Factory” (see excerpt in *U.S. History and Government*, by Peiser and Serber): “There was never the least attention paid to what was cut up for sausage.”

Reading to illustrate a perspective on the need to promote social justice:

- American Communities, Introduction to Chap. 21 in *Out of Many: A History of the American People*, by Faragher and Buhle.
- “The Henry Street Settlement House: Women Settlement House Workers create a Community of Reform.”
http://www.garyrutledge.com/AmHistory/NotesFr1865/urban_america.htm

Reading to illustrate a perspective on the need to expand democracy:

- Excerpt from the Seneca Falls Declaration:
<http://usinfo.state.gov/usa/infousa/facts/democrac/17.htm>

Using *The Jungle*, by Upton Sinclair:

- We would introduce the novel *The Jungle* as the classic example of investigative journalism into the ills of society during this time of industrialization, urbanization, and immigration.
- In the past we have used a set of guiding questions for groups of chapters, i.e.:
 - Chap. 1–3: Describe the difference in traditions of generations at the wedding.
 - Chap. 4–6: Why is Jurgis chosen so quickly? Does this make you uneasy?We would have the students dramatize an incident of their choosing.
- In the future we would like to try out the following: Giving the students a graphic organizer to guide their reading with the following foci: forces of nature (like Chicago winters), the physical environment (flimsy houses), rules of society real estate agent, the economic system (blacklisting), speeding up the assembly line. As they read the novel they would note events, with page numbers for the quotes they find appropriate to illustrate the factors. This would be in preparation for the culminating activity, which is an essay of literary analysis about what factors brought the family down.
- Also see The Beef Trust Trial lesson plan idea (on page 14) where the students use the characters from the *Jungle* to put the Beef Industry on trial.

Comparing the perspectives of Upton Sinclair in *The Jungle* and Carl Sandburg in his poem “Chicago.”

- Sandburg’s poem, written in free verse, is held together by a series of epithets, as well as the use of parallelism, at the beginning and at the end. Students will read the poem aloud and analyze the structure according to questions that identify details and interpret meanings. They are asked to choose a play about which they could write a series of epithets. They will then be asked to write an extended paragraph contrasting Sandburg’s attitude toward the city with Sinclair’s attitude toward the same city.

Unit Resources

Web sites:

<http://scriptorium.lib.duke.edu/aaa/>

The Emergence of Advertising in America: 1850–1920 (EAA) presents over 9,000 images, with database information, relating to the early history of advertising in the United States. The materials, drawn from the Rare Book, Manuscript, and Special Collections Library at Duke University, provide a significant and informative perspective on the early evolution of this most ubiquitous feature of modern American business and culture.

<http://www.digitalhistory.uh.edu/>

Digital History Web site with timelines, primary source documents.

http://www.readwritethink.org/lessons/lesson_view.asp?id=249

Worksheets and lesson ideas for creating a newspaper in class.

<http://www.eyewitnesstohistory.com>

Collection of unique primary resources: diaries, memoirs, photographs, and video and sound clips.

<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/progress>

Provides insightful but easy-to-read stories of events during the Progressive Era.

<http://prohibition.osu.edu/>

Information, articles, photos, and political cartoons on Prohibition and temperance.

<http://pw1.netcom.com/~wandaron/prog.html>

Links to articles and information about the Progressive Era. Information is for the advanced reader or teacher background information.

<http://usinfo.state.gov/usa/infousa/facts/democrac/17.htm> - Seneca Falls Declaration

Cultural Institutions:

1. Whitney Museum of Art
2. The Museum of the City of New York
3. New York Historical Society: Archival Library
4. Lower East Side Tenement Museum
5. Theodore Roosevelt Birth Place, National Historic Site

Teacher Resources:

1. *The Gilded Age: A History in Documents* by Janette Thomas Greenwood.
2. *Child Labor: The Shame of the Nation*. J-PC100, Jackdaw Publications.
3. *World War I: 1914–1918*. J-307, Jackdaw Publications.
4. *1920s: America Enters the Modern Age*. J-303, Jackdaw Publications.
5. *Women's Rights in the United States*. J-A20, Jackdaw Publications.
6. *Woman's Suffrage: The Fight for Equality*. J-PC116, Jackdaw Publications.

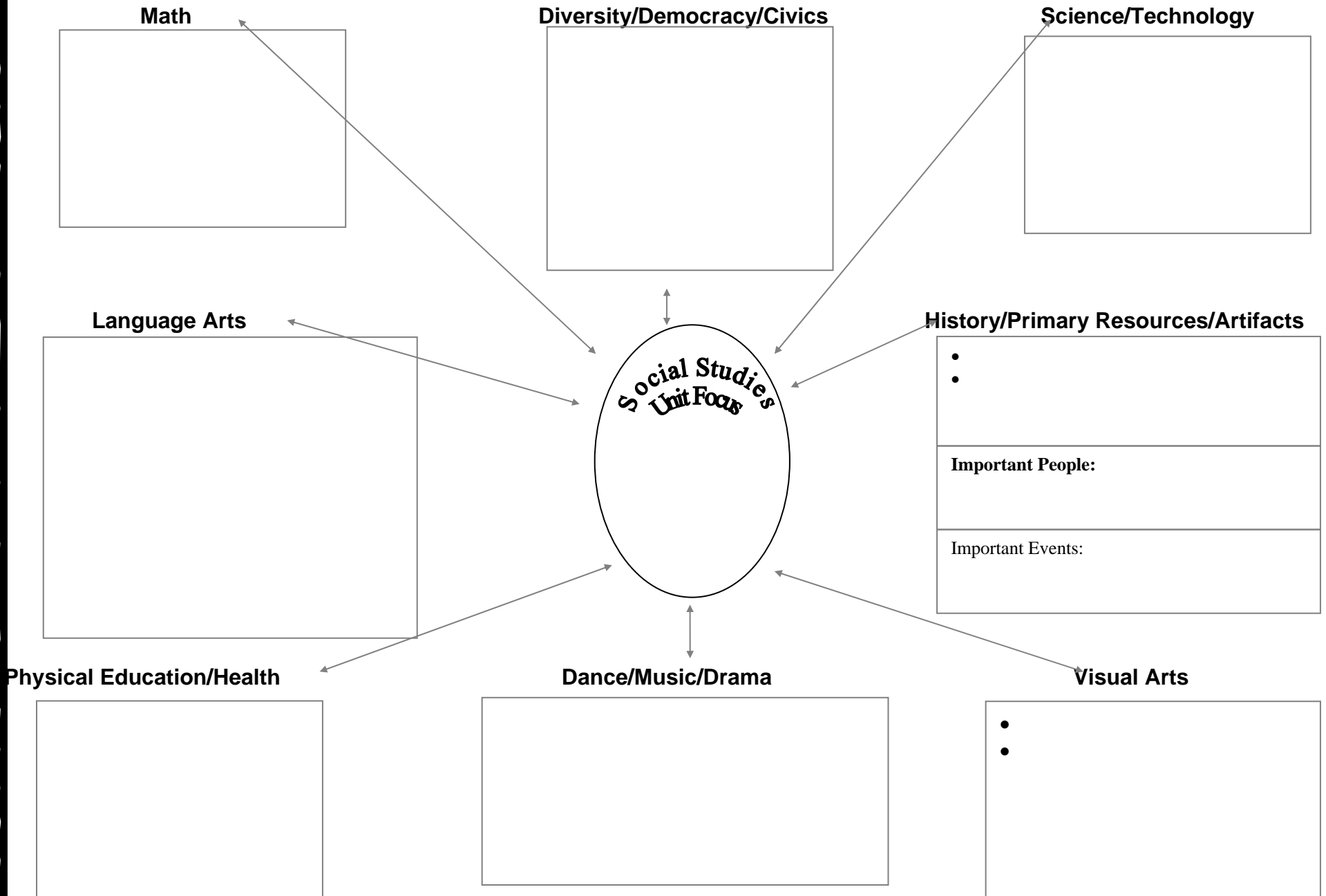
Resources for Planning the Mini-Unit

Learning and Performance Standards

<p>NEW YORK STATE</p> <p>SOCIAL STUDIES LEARNING STANDARDS</p>	<p>NYC</p> <p>NEW PERFORMANCE STANDARDS IN ELA</p>	<p>Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below.</p>
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> History of the United States and New York State</p> <p><input type="checkbox"/> World History</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> E-1: Reading</p> <p><input type="checkbox"/> E-2: Writing</p> <p><input type="checkbox"/> E-3: Speaking, Listening, and Viewing</p> <p><input type="checkbox"/> E-4: Conventions, Grammar, and Usage of the English Language</p> <p><input type="checkbox"/> E-5: Literature</p> <p><input type="checkbox"/> E-6: Public Document</p> <p><input type="checkbox"/> E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p>Reading nonfiction, note-taking, and essay writing</p>	<p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources such as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <p>=====</p> <p>=====</p> <p>What <i>specific</i> social studies strategies will this unit focus on?</p>

Title of Unit: **THE PROGRESSIVE MOVEMENT**

Unit Essential Question: **How can public opinion be mobilized to effect change?**



Activity Grid

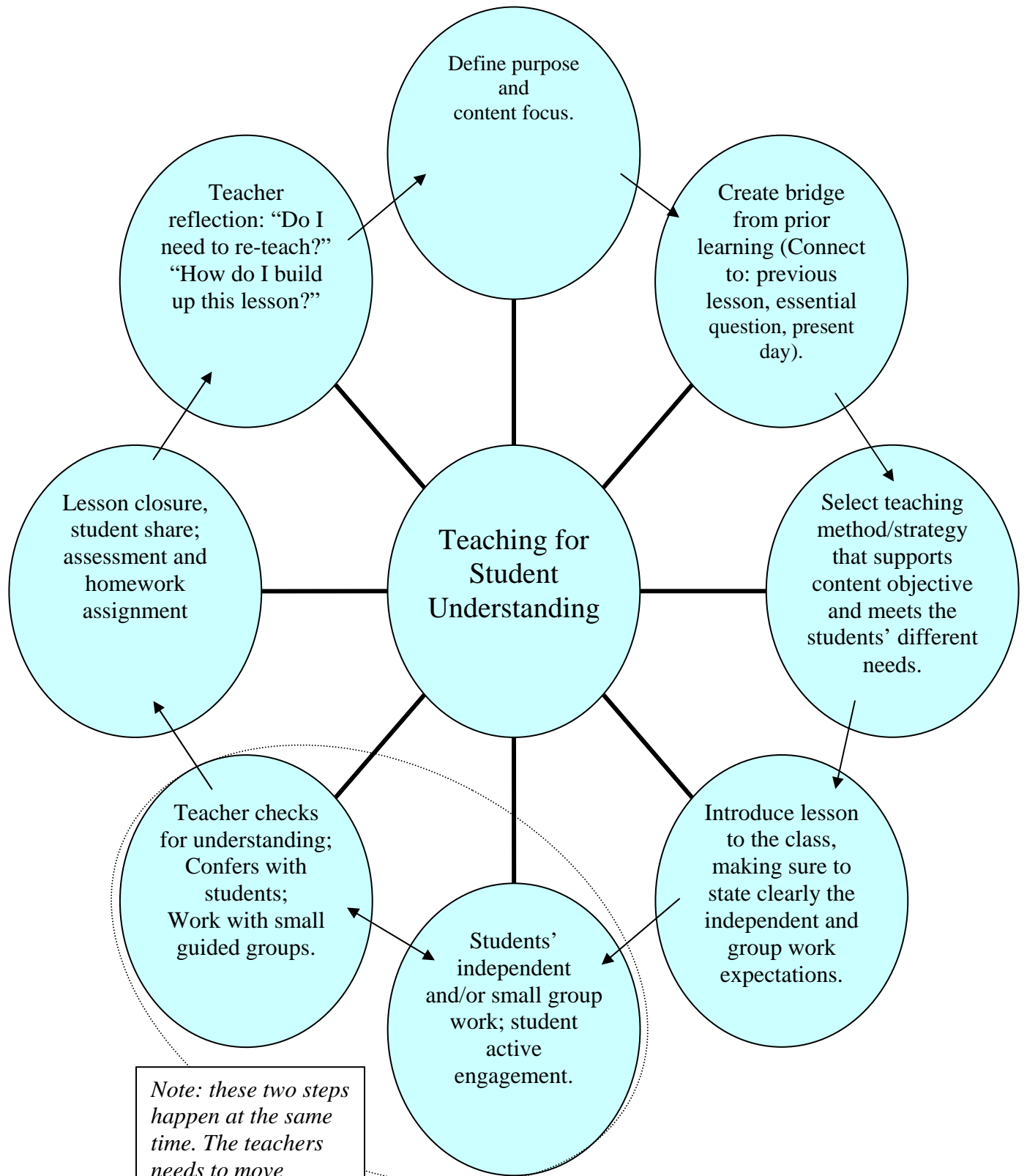
Title of Unit: The Progressive Movement: Responses to the Challenges Brought About by Industrialization and Urbanization

Essential Question: How can public opinion be mobilized to effect change?

Topic of Mini-Unit: _____

What is the focusing question?	<u>Specific activity</u>	What resources will you need? Books? Web sites? Primary documents? Art materials?	What <i>specific</i> content will be covered?	What <i>specific</i> literacy skills will this activity focus on? <i>What specific strategies will this activity focus on?</i> What critical thinking skills are being used?	How will you integrate the ELA standards (reading, writing, speaking, listening, and viewing)? How might you integrate mathematics, science, and the arts?	Is this an independent, small group, or whole class activity? Please indicate.	How will you differentiate this activity to meet the needs of a range of learners?	How will the students exhibit their understanding of this activity? How will this lead to the culminating project?

Lesson Plan Cycle



Note: these two steps happen at the same time. The teachers needs to move around the room while the students are actively engaged.

Sample Lesson Plan Design

Lesson Focus: _____ **Class:** _____ **Date:** _____

Materials Needed:

Bridge (How will you connect this lesson to students' prior learning? What is the purpose for this lesson?)

Mini-lesson:

Independent, Pair, and/or Small Group work:

Share:

Assessments:

Next Instructional Steps:

Checking For Understanding: An Ongoing Process

Checking for students' understanding of important ideas and concepts helps instructors gauge what students are getting and what they need to work on more. It also provides useful feedback to help you plan ways to meet your students' needs better. Instructors who check for understanding usually feel more connected to their students' learning and have a better sense of what to expect from their students' writing. Below are some suggested strategies for checking students' understanding.

Oral

- 1) Questioning (refer to Blooms Taxonomy, pages 47-48).
- 2) Group/individual presentations.
- 3) Group/choral response.
- 4) Explain to a neighbor.
- 5) Think/pair/share.




Written




- 1) Quick-write.
- 2) Reflection.
- 3) Graphic organizers.
- 4) Note-taking.

Tactile – Kinesthetic

- 1) Signaling: thumbs up/down/sideways.
- 2) Role play.
- 3) Act out...
- 4) Create...
- 5) Draw...
- 6) Build...

Blooms Taxonomy as applied to Social Studies and Student Projects

Level of Taxonomy	Definition	Teacher Roles	Student Roles	Process Verbs				Projects/Products <i>(Note: Student projects can vary according to the level of engagement and innovation)</i>	
Evaluation 	<i>Judging the values of ideas, materials, and methods by developing and applying standards and criteria.</i>	Clarifies Accepts Harmonizes Guides	Judges Disputes Develops Actively participates	judge rate validate predict assess score revise infer referee determine	evaluate compare defend select measure choose conclude deduce debate justify	appraise value probe argue decide estimate criticize rank/rate award support opinion	reject use criteria recommend discriminate prioritize tell why explain rule on determine prove dispute	<ul style="list-style-type: none"> - Investigate a topic and/or issue. - Create opinion polls and projections. - Produce a survey; make a prediction; and explain rationale. - Make an editorial cartoon that provides a specific point of view on a select topic. - Make recommendations based on data. 	<ul style="list-style-type: none"> - Produce a report that addresses a concern and/or topic. - Write an editorial and/or op-ed. - Critique a book and offer a review. - Defend an issue and/or action taken. - Make a PowerPoint with point-of-view. - Decide and explain a new policy.
Synthesis 	<i>Putting together constituent elements or parts to form a whole requiring original, creative thinking.</i>	Reflects Extends Analyzes Evaluates	Discusses Generalizes Relates Compares Contrasts Abstracts Actively participates	compose assemble manage pretend arrange organize invent generalize systematize show compile	propose construct plan revise collect prepare develop originate imagine generate	formulate set up design blend create produce hypothesize predict concoct infer act	improve reorganize role play predict combine write suppose forecast modify devise	<ul style="list-style-type: none"> - Create a film create a story/play design/blueprint problem/solution create a game/song - Role play w/ point of view. - Produce an iMovie/video. - Create a newspaper. - Create a PSA. - Build a PowerPoint presentation. - Write a poem that depicts point-of-view. 	<ul style="list-style-type: none"> - Invent a machine. - Participate in mock debates. - Create a political cartoon. - Create a collage. - Create a media production. - Design a photo essay slide show with a digital camera. - Make predictions based upon data trends.
Analysis 	<i>Breaking information down into its constituent elements.</i>	Probes Guides Evaluates Acts as a resource Questions Organizes Dissects	Discusses Uncovers Lists Actively participates	distinguish question research appraise experiment inspect examine probe separate inquire	calculate solve sequence interpret compare inventory scrutinize discover survey detect	test analyze discriminate diagram contrast relate dissect categorize point out classify	organize differentiate deduce group order sort sift investigate arrange	<ul style="list-style-type: none"> - Diagram an issue/system. - Investigate an issue. - Classify data with a graph. - Categorize info. - Create/analyze spreadsheets/charts/tables and compare. 	<ul style="list-style-type: none"> - Create a plan of action. - Survey an issue. - Create and compare a database; sort data. - Write an abstract of a book or document. - Compare gestures/songs/dances.

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Application 	<i>Using methods, concepts, principles and theories in new situations.</i>	Shows Facilitates Observes Evaluates Organizes Questions	Solves problems Demonstrates use of knowledge Constructs Actively participates	teach manipulate exhibit illustrate calculate sketch interpret prepare make choose	apply adapt relate operate interview paint change record utilize identify	employ show solve schedule collect demonstrate dramatize construct build collaborate	translate produce compute experiment practice use sequence list model select	<ul style="list-style-type: none"> - Make a prediction. - Create a scrapbook. - Label pictures. - Show an illustration. - Dramatize a scene. - Produce historic sculpture. - Sequence a new timeline. - Interview new participants. - Build a scale model. - Sequence events. 	<ul style="list-style-type: none"> - Make jig-saw/word puzzle. - Dramatize a process/action/job. - Write a diary entry. - Construct diorama. - Illustrate poster. - Prepare a diagram. - Teach a lesson. - Produce a journal. - Prepare a map. - Make a presentation. - Record/collect data.
Comprehension 	<i>Understanding of information given.</i>	Demonstrate Listens Questions Compares Contrasts Examines	Explains Translates Demonstrates Interprets Actively participates	restate paraphrase discuss locate retell research convert translate	describe report recognize review observe locate outline account for	explain tell express summarize list identify illustrate	give main idea give examples of expand upon annotate demonstrate	<ul style="list-style-type: none"> - Re-tell story. - Summarize a passage. - List events/dates. - Give main idea. - Explain. - Dramatize/show and tell. - Illustrate/draw. 	<ul style="list-style-type: none"> - Provide an example. - Define in own words. - Take a test. - Identify/label on maps. - Expand upon an idea.
Knowledge 	<i>Recall or recognition of specific information.</i>	Directs Tells Shows Examines Questions Evaluates	Responds Absorbs Remembers Recognizes Memorizes Takes a passive role	define name record match select underline tell re-tell	repeat label recall locate group recite choose repeat	list memorize relate show quote distinguish copy/paste	give example reproduce describe cite sort spell find	<ul style="list-style-type: none"> - Take a quiz. - Write a definition. - List facts. - Complete worksheet. - Copy from chart/overhead. - Copy from book/Internet. 	<ul style="list-style-type: none"> - Label items. - List items. - Take a test. - Name titles. - Spell words. - Copy diagram. - Copy timeline. - Memorize dates/events.