

GRADE 8 EXIT PROJECT INSTRUCTIONAL GUIDE

Social Studies

EDITION B

BOARD OF EDUCATION OF THE CITY OF NEW YORK





BOARD OF EDUCATION OF THE CITY OF NEW YORK

Ninfa Segarra
President

Irene H. Impellizzeri
Vice President

Jerry Cammarata
Irving S. Hamer, Jr.
Edison O. Jackson
Sandra E. Lerner
Terri Thomson
Members

Rio May del Rosario
Roshan Jibowu
Student Advisory Members

Harold O. Levy
Chancellor

Judith A. Rizzo, Ed.D.
Deputy Chancellor for Instruction

5/31/02

It is the policy of the New York City Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be addressed to the Director, Office of Equal Opportunity, Room 601, 110 Livingston Street, Brooklyn, NY 11201, telephone (718) 935-3320.

Contents

Introduction	v
Acknowledgments	vi
Note to the Teacher/Supervisor	vii
Instructional Strategies in Social Studies that Support the New Continuum	ix
Lesson 1: getting started	1
<i>Aim: How Do Historians Conduct Research?</i>	
Activity Sheet A, “How Do Historians Conduct Research?”	
Lesson 2: introduction to the progressive movement	3
<i>Aim: What Was the Progressive Movement?</i>	
Activity Sheet B, “Progressive Movement Outline”	
Lesson 3: developing a research question	6
<i>Aim: How Is A Research Question Formed?</i>	
Activity Sheet C, “Timeline of the Major Events of the Progressive Movement”	
Activity Sheet D, “Choosing a Topic for Your Social Studies Exit Project”	
Lesson 4: introduction to research (part 1)	9
<i>Aim: How Can We Use the Library to Gather Information?</i>	
Activity Sheet E, “Create a Web Design”	
Activity Sheet F, “Primary and Secondary Sources”	
Activity Sheet G, “Gathering and Recording Information”	
Lesson 5: introduction to research (part 2)	12
<i>Aim: How Can We Use the Internet to Gather Information?</i>	
Activity Sheet H “Internet/Library Research”	
Lesson 6: project timeline	15
<i>Aim: How Do We Chart Daily Progress on Exit Projects?</i>	
Activity Sheet I, “Project Timeline Worksheet”	
Lesson 7: the written component	17
<i>Aim: How Can We Develop the Written Component of Our Exit Projects?</i>	
Activity Sheet J, “Student Guide to Research”	
Lesson 8: social issues of the progressive movement	19
<i>Aim: How Can An Examination of Social Issues of the Progressive Era Provide Insight About Life During that Time?</i>	
Activity Sheet K, “Constructed-Response Questions”	
Activity Sheet L, “Three-Column Note-Taking”	
Lesson 9: developing the bibliography	30
<i>Aim: How Are Sources Cited Properly?</i>	
Activity Sheet M, “What Is a Bibliography?”	
Activity Sheet N, “Formatting the Bibliography”	
Activity Sheet O, “The Bibliography: Listing Your Sources”	

(continued)

Lesson 10: reforming government (part 1)	34
<i>Aim: How Does Change In Government Happen?</i>	
Activity Sheet P, “Women’s Suffrage Documents”	
Activity Sheet Q, “Written Document Analysis Worksheet”	
Lesson 11: the graphic component	40
<i>Aim: How Can We Create A Graphic Component That Connects to the Written Component of Our Projects?</i>	
Lesson 12: reforming government (part 2)	42
<i>Aim: How Did Reformers Try to Make Government More Democratic?</i>	
Activity Sheet R, “Election Reforms”	
Lesson 13: oral presentation	45
<i>Aim: How Is An Effective Oral Presentation Prepared?</i>	
Activity Sheet S, “Key Steps to Preparing an Oral Presentation”	
Lesson 14: reforming big business	48
<i>Aim: Should the United States Government Interfere With the Practices of Private Corporations?</i>	
Activity Sheet T, “Reform Scenarios”	
Lesson 15: progressive presidents	50
<i>Aim: How Did the Progressive Presidents Use Their Office to Gain Reforms?</i>	
Lesson 16: the muckrakers	51
<i>Aim: How Did Muckrakers Draw Attention to the Problems of America’s Industrial Society?</i>	
Lesson 17: the lasting impact of the progressive movement	53
<i>Aim: What Lasting Impact Has the Progressive Movement Had on American Society?</i>	
Activity Sheet U, “Progressive Movement Review Chart”	
Lesson 18: peer assessment	55
<i>Aim: How Do We Evaluate Peer Presentations?</i>	
Activity Sheet V, “Peer Assessment for Oral Presentation”	
appendices	
<hr/>	
appendix a: lesson on rubrics	59
appendix b: grade 8 exit project score sheet	60
appendix c: written component rubric	61
appendix d: oral component rubric	62
appendix e: graphic component rubric	63
appendix f: grade 8 exit project: social studies checklist	64
appendix g: social studies project task outline	65
appendix h: suggested social studies project tasks	66
appendix i: a guide for online research	71
appendix j: assessment 1	77
appendix k: assessment 2	87
appendix l: new york state core curriculum: social studies (units 6-10)	93

Introduction

The Grade 8 Exit Project Instructional Guide: Social Studies addresses the key ideas and concepts found in the New York State Social Studies Core Curriculum (grade 8), and the New York City Edition of the New Performance Standards in Language Arts. The guide is designed to assist educators in helping their students meet the promotion standards in social studies. When using this guide, please ensure that English Language Learners (ELLs) in bilingual programs who, during the regular school year, received social studies instruction primarily in their native language, receive instruction in the same language and be administered translated tests.

This guide explains in a step-by-step manner how a teacher can coach students with their research-based projects from inception to completion. The projects are intended to assess, in part, the students' knowledge of social studies concepts and skills. These skills include the ability to analyze documents, critically interpret historical events, read non-fiction texts, and respond in writing to maps and graphs. In order to reinforce the connection between exit projects and the acquisition of social studies skills, this guide will provide activities and sample assessments that address these skills.

Included in this guide is a twenty-day curriculum unit whose model of instruction that prepares students to complete their exit projects while focusing specifically on one theme of study in American history. One of the goals of this exit project guide is to model how social studies instruction that supports project-based learning can take place. The theme that will be featured in this guide is the Progressive Era, however, teachers should feel free to base their unit of study on any topic within the eighth grade social studies curriculum, for example:

- The Civil War
- Reconstruction
- American Industrial Society
- The Immigration Experience (1840s-1890s)
- The Immigration Experience (1890s-1920s)
- America Builds an Overseas Empire
- World War I
- The Great Depression
- World War II

A project-based approach to learning is in keeping with the notion that student immersion in a specific area of the curriculum can yield deep understanding of the subject matter. Students will remember the challenges as well as the rewards that come with the completion of their projects, acquiring a deeper understanding of both the content of the subject area and the process of engaging in a research-based project. They will also find the research skills learned during this process will be useful to them as they continue their studies in high school, college and as life-long learners.

connecting technology to the classroom

Throughout the *Grade 8 Exit Project Instructional Guide: Social Studies*, you will find strategies for integrating technology into the suggested curriculum. (See Appendix I, "A Guide for Online Research.") The level of technology integration in your classroom practice depends largely upon your familiarity with technology and the accessibility of technology in your school building. These strategies are provided so that all teachers can see the many ways in which technology can be integrated in the social studies curriculum. Students can use technology to aid them in fulfilling the requirements of the exit projects in the following ways:

- **The Written Piece:** Students can use *Microsoft Word* or *AppleWorks/ClarisWorks* to word-process the written portion of the eighth grade social studies exit project. Using Alphasmarts is also an excellent way of integrating word-processing technology into the written piece of the exit project.
- **The Oral Presentation:** Students can compose a *Microsoft PowerPoint* or *AppleWorks/ClarisWorks* slide show with graphics and handouts to fulfill the oral presentation requirement of the exit project. *Time Trip USA*, can also be used.
- **The Graphic Presentation:** Students can construct a spreadsheet using *Microsoft Excel* or the *AppleWorks/ClarisWorks* spreadsheet application to generate charts, graphs, etc. Inspiration can also be used to generate graphic organizers and historical charts.

Acknowledgments

Grade 8 Exit Project Instructional Guide: Social Studies was produced under the auspices of Judith A. Rizzo, Ed.D., Deputy Chancellor for Instruction; William P. Casey, Chief Executive for Instructional Innovation; and Peter P. Heaney, Jr. Executive Director, Division of Instructional Support. Evelyn B. Kalibala, Director of the Office of Multicultural Education/Social Studies and Monique A. Darrisaw, Administrator for Social Studies, Office of Multicultural Education/Social Studies, provided the overall supervision and guidance for the development of this publication.

Principal contributors were Monique A. Darrisaw, Administrator for Social Studies, Office of Multicultural Education/Social Studies, Division of Instructional Support; Vilicia Cade, Supervisor for High School Reform, Brooklyn High Schools; John Agnello, Assistant Principal, I.S. 71; John Galvin, Social Studies Coordinator, CSD 14; Matt Guttman, Assistant Principal Social Studies, High School of Graphic Communication Arts; and Thomas Guarino, Social Studies Staff Developer, CSD 4; Rosemary L. Kimpton, Educational Consultant; and Jacqueline Charity, Educational Consultant.

Special thanks to Lou Ranucci, Administrator, Science Performance Standards, Division of Instructional Support; Patricia Woerner, Administrator, Center for Recruitment and Professional Development; Beth Peller, Administrator, Division of Instructional Support; and Joel Heffner, Staff Developer, Office of Instructional Technology.

This manuscript was prepared for publication by the Office of Instructional Publications, Nicholas A. Aiello, Ph.D., Director. It was designed and formatted by Christopher Sgarro.

NOTE TO THE TEACHER/SUPERVISOR

The purpose of the Exit Project is to help the student demonstrate mastery of social studies by creating, and presenting, a research-based project. The Project also addresses the New York City Performance Standards for English Language Arts. The Project must be drawn from the grade-appropriate section of the United States and New York State History curriculum for grades seven and eight. It should attempt to interpret a historical event/person/idea, and not simply restate subject matter.

The student must present his/her findings in a project of three parts:

1. Written Piece;
2. Oral Presentation; and
3. Graphic or Visual Representation.

The length and formats of these pieces are left to the discretion of the teacher. Teachers should refer to this guide and to the New York City Performance Standards for English Language Arts for suggestions regarding length and format.

Minimum resources that should be available to all students working on the project include:

1. Textbooks and other reference materials;
2. Computer access for Internet research and word processing;
3. Art supplies and materials for creating the graphic; and
4. Photocopies of appropriate activity sheets from this guide.

In guiding students in the researching and presenting the Project, teachers should consider factors such as:

1. Available student access to materials outside the classroom, e.g., home computers.
2. Requirements for other subjects that students must complete to meet promotional standards.
3. Amount of time available to complete research and project.

The rubrics and score sheets indicating whether each student has or has not met the standard should be retained as part of the students' portfolios.

Instructional Strategies in Social Studies that Support the New Continuum

Many New York City educators are interested in the New Continuum of Services but are unclear as to how this affects their day-to-day teaching. With a greater inclusion of diverse learners in general education classrooms, teachers are facing a new kind of challenge as they strive to meet the needs of all students, including those with disabilities. The New Continuum of Services for Students with Disabilities was introduced to support all students in meeting New York City standards and to change the way special education services are provided. Teachers and students will be receiving supports that will encourage the best possible teaching and learning for students with various learning styles.

Rather than special education being a separate system, the guiding principle of the New Continuum is that it be integrated with the regular classroom in such a way that students can be educated in the least restrictive environment alongside their general education peers. The implementation of the New Continuum requires general and special education staff to work together in embracing all students and accommodating their multifaceted needs and talents. Schools must provide an environment where all students are accepted and instructional practices are clear, enjoyable and meet diverse individual needs.

To address the many needs of a diverse group of learners is the priority of the New Continuum and the units within the Instructional Guides are woven with mini-lessons that support this premise. New York City's summer school program offers a unique opportunity for teachers to provide focused, individualized attention to students so they can maximize their strengths and build confidence as life-long learners. In addition to mini-lessons, the Grade 8 Exit Project in Social Studies includes suggestions for possible follow-up and opportunities for assessment. Good teaching is based on an understanding of the student's level of knowledge, strengths, needs, and the teacher's assessment of where the focus of the next lesson needs to be.

The following are some intervention strategies for teachers to consider as they work to meet the needs of all students:

- Modify academic tasks to meet the needs of specific learners.
 - individualize instruction
 - task-analyze assignments
 - teach concepts in small manageable steps
 - allow extra time for students to complete tasks
 - read and explain directions so they are clear to student
 - use visual and auditory aids
 - provide manipulative and concrete materials
 - tape record material and tests for the student
- Determine the students' academic strengths and use them to address areas of need. Different styles include:
 - a visual learner who has difficulty organizing information should be given the opportunity to use a type of graphic organizer:
 - * KWL Chart
 - * Story Maps
 - * Sequence of Events Chain
 - an artistic learner who could use role-playing and pantomime techniques to sequence events.

- Determine learning styles that the student uses well in order to plan effective instruction.
 - Visual — Tactile-Kinesthetic — Global
 - Auditory — Analytic
- Design a behavior modification system or behavioral interventions that meet the needs of specific students.
 - Set up a written contract for certain behaviors.
 - Use praise and positive attempts.
 - Schedule activities according to the Premack Principle (alternate high-priority activities with low-priority activities).
 - Create a structured, predictable environment for the student that rewards accomplishments.
 - Use nonverbal cues to signal students.
- Assign a classmate who can model appropriate behavior to serve as a buddy and/or peer tutor.
- Modify the environment to meet the needs of the specific student.
 - Change a student’s seat, possibly closer to the teacher.
 - Minimize auditory and visual distractions.
 - Use headphones when appropriate.
 - Seat student close to positive role models.
- Conduct a parent conference to address progress and/or to coordinate school and home programs.
- Give the student some type of responsibility in the classroom, when appropriate.

An important goal for teachers to aim for is to be sensitive to the needs of all students, not just those with disabilities. This sensitivity and dedication are the hallmarks of a leader who strives to help *all* children succeed.

Adapted from Special Education As Part of A Unified Service Delivery System: The Continuum of Service for Students with Disabilities.

SOCIAL STUDIES EXIT PROJECT LESSON 1

AIM: HOW DO HISTORIANS CONDUCT RESEARCH?

Getting Started

materials

- Chart paper
- Markers
- File folders
- Journals for students
- Activity Sheet A, “How Do Historians Conduct Research?”
- Social Studies Exit Project Rubrics (Appendices C, D, E)
- Storage space

standards addressed

ELA: E1c: Read and comprehend informational materials

Social Studies Standard 1-4: The skills of historical analysis include the ability to: explain the significance of historical evidence....

motivation

- On chart paper create a K-W-L chart about historians.

K	W	L

- Ask students what they *know* about historians. (For example, what is a historian? What do historians do?)
- Ask students what they *want* to know about historians.
- Record student responses on chart paper.

mini-lesson

- To introduce the lesson, start by stating, “Today we will discover the different ways historians conduct research and discuss how we can use those ways to complete our exit projects.”
- Have students read Activity Sheet A, “How Do Historians Conduct Research?”
- Refer to the KWL chart, and ask students to discuss what they learned about historians. Record student responses on chart paper.
- Explain that each student will be required to complete an exit project on a topic related to the Progressive Era. The exit project consists of three parts:
 - A written piece
 - An oral presentation
 - A graphic representation of concepts and information (maps, timelines, charts, graphs, dioramas, etc.)
- Explain that the exit project will be assessed using a rubric. Distribute the *Grade 8 Exit Project: Social Studies Rubric* (Appendices C, D, and E) to the students to review. Encourage students to ask any questions they may have about the rubric.
- Give each student a journal and file. Explain that all work related to the exit project will be kept in the file folders. (Activity sheets, KWL handouts, etc.)
- Ask students to write down in their journals two questions they have about the Progressive Era.

How Do Historians Conduct Research?

A historian is a person who writes about or studies history. History is a written account or record of past events. There are various ways a historian can conduct research on a topic. Some of the methods that historians have traditionally used are described below:

- **study artifacts (objects)**
Historians can learn about the people from the past by examining objects (artifacts) they left behind. Historians often work with archeologists (those who study ancient artifacts). Artifacts can be used to draw conclusions about how pre-historic (before people recorded history) people lived.
- **conduct interviews with people (oral traditions)**
Historians can learn about past events by interviewing people who lived during a particular era. Oral traditions enable historians to obtain knowledge of the past that is transmitted by word of mouth.
- **traditional research**
Historians can learn about past events by reading materials (books, magazines and newspapers) written by colleagues or peers acknowledged as experts on a specific topic.

SOCIAL STUDIES EXIT PROJECT LESSON 2

AIM: WHAT WAS THE PROGRESSIVE MOVEMENT?

Introduction to the Progressive Movement

materials

- Chart Paper
- Markers
- Activity Sheet B, “Progressive Movement Outline”

standards addressed

ELA: E3b: Participate in group meetings

Social Studies Standard 1-3: Study about the major social, political, economic, cultural and religious developments in New York State and United States history....

motivation

Create a word web. Ask students to brainstorm what they think the word “progressive” means. Ask students to share their webs with others.



mini-lesson

- Introduce the lesson by stating, “Today we will learn about the Progressive Movement 1890-1920. We will learn about the social, political, and economic causes of the Progressive Movement and a few of the major reformers of this period by reviewing an outline on this topic.”
- Read aloud the passage below while students take notes of the main ideas they heard from the reading.

“The Progressive era describes a period in American history when individuals organized to make reforms to our country. The progressives wanted to address the problems caused by the rapid growth of cities and industries. Some of the problems they addressed were poverty, the spread of slums, poor factory conditions, corruption in city and state government and the unfair practices of some big businesses.” (Adapted from *Creating America*, McDougal Littell.)
- Have students share the main ideas they recorded with a partner.
- Distribute Activity Sheet B, “Progressive Movement Outline” to the class. Have students compare their notes to the first part of the outline. (Discuss why note-taking is an important skill to have.)
- Have students answer the questions below based on Activity Sheet B:
 - What was the Progressive Movement?
 - What were some of the social problems of the Progressive Era?
 - What were some of the economic problems of the Progressive Era?
 - What were some of the political problems of the Progressive Era?
 - Name three reformers from the Progressive Era and explain what role each played in bringing about reform.

suggested technology connection

Present a teacher-created AppleWorks/ClarisWorks or PowerPoint slide show on the Progressive Movement in America, 1893-1918. The slide show should focus on the social, political, and economic causes of the Progressive Movement. Hand-outs of this slide show can be distributed to the class as reading material. If a projector or monitor is available, the class can view the slide show. This slide show could serve as a model for students who would like to incorporate a slide show into their exit projects.

Progressive Movement Outline

I. what was the progressive movement?

- A. A movement that took place 1890-1920, in response to interrelated social, economic, political, and environmental problems
- B. These problems, caused by rapid industrialization, caused great human suffering, contradicted the nation's democratic ideals, and threatened the stability of society.
- C. Journalists, rights activists, politicians, and others responded by raising public awareness to these problems, which resulted in governmental reforms.

II. causes of the progressive movement

A. Social Problems

- 1. Poverty caused by unemployment and unfair wages led to homelessness, crime, and alcohol abuse.
- 2. Alcohol abuse continued the vicious cycle of poverty, the disintegration of families, etc.
- 3. Racial Segregation and Inequality: African-Americans were not treated equally and were subjected to "Jim Crow" segregation laws.

B. Economic Problems

- 1. Corporate Trusts: big businesses formed trusts (a combination of businesses) and squeezed out competitors by raising prices to make unfair profits at the expense of consumers.
- 2. Child Labor: many children worked in factories and mines for 12-hour days.
- 3. High Rates of Unemployment: many workers were forced to accept dangerous, grim jobs at unfair wages.

C. Political Problems

- 1. Patronage: elected officials often received votes in exchange for government jobs and contracts.
- 2. Limited Suffrage: women did not have the right to vote; many African-Americans were prevented from voting.

D. Environmental Problems

- 1. Industrial pollution and abuses led to impure food, water, and air.
- 2. Unregulated use of natural resources (coal, timber, water, etc.) led to further economic, social, and environmental problems.
- 3. Poor sanitation caused disease and death.

III. some reformers from the progressive era

- A. **Nellie Bly**: a newspaper journalist, she reported on abuses that she saw at the "Women's Lunatic Asylum" in New York City, as well as slums, factories, prisons, and nursing homes.
- B. **Upton Sinclair** wrote the book "The Jungle." described about the poor sanitary conditions under which meat packers worked.
- C. **Jane Adams** founded Hull House to provided social services to the poor and unemployed.
- D. **Susan B. Anthony**: president of National American Woman Suffrage Association (NAWSA) from 1892-1900, she fought for women's right to vote (19th Amendment).
- E. **W.E.B. DuBois**: a founder of the National Association for the Advancement of Colored People (NAACP), which helped end segregation in the 20th century, fought against segregation and "Jim Crow" laws, and proposed the idea that the "Talented Ten" percent African-Americans would lead their people to a better life.

SOCIAL STUDIES EXIT PROJECT LESSON 3

AIM: HOW IS A RESEARCH QUESTION FORMED?

Developing a Research Question

materials

- Activity Sheet C, “Timeline of the Major Events of the Progressive Movement”
- Post-it Notes
- Activity Sheet D, “Choosing a Topic for Your Social Studies Exit Project”

standards addressed

ELA: E2a: Produce a report of information.

Social Studies Standard 1-3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history....

motivation

Have students discuss what makes a good research topic and provide explanations for their answers.

mini-lesson

- Use the motivation to highlight the components of a good research question. On the blackboard, write:

IN FORMING A RESEARCH QUESTION, YOU SHOULD:

1. Consider a broad topic (e.g., The Progressive Era).
2. Narrow the topic by focusing on a specific aspect of the broad topic (e.g. Women's role in the Progressive Era).
3. Ask a research question about a specific aspect of the broad topic (e.g., How did women struggle for the right to vote?).

Remember that a research question addresses an issue, problem, or controversy and is generally answered with a conclusion, otherwise known as a thesis. The thesis is based on an analysis and interpretation of relevant information and materials. A research question is not a question that can be answered by a single fact or a single source.

- Now explain that each student will use the rules above to develop a research question based on the Progressive Era.
- Distribute Activity Sheet C, “Timeline of the Major Events of the Progressive Era,” and review each event by organizing them into major categories on a piece of chart paper. Possible chart headings could be:

Voices for Change	Help for Urban Areas
Reforms in Government	Theodore Roosevelt and the Square Deal
Labor Movements	The Ordeal of William Howard Taft
Civil Rights for African Americans	Woodrow Wilson and the New Freedom

- By completing the chart, students gain an overview of the major events of this topic. Assign each student the task of developing a research question on some aspect of the main topic.
- Have students complete Activity Sheet D, “Choosing a Topic for Your Social Studies Exit Project.”
- Ask students to develop a research question based on their area of interest.
- Ask students to volunteer to present to their research questions to the class and explain why they chose this topic.
- Assist and provide feedback so each student will leave with a good research question.

suggested technology connections

If *Timeliner 4.0* is available, create a timeline encompassing the notable dates and occurrences of the Progressive Era in the United States. If the conditions allow, students can create their own timelines.

Timeline of Major Events of the Progressive Era (1879-1920)

- 1879: Thomas Edison develops light bulb.
- 1882: Standard Oil Trust formed.
- 1884: Congress establishes the Federal Bureau of Labor.
- 1886: The American Federation of Labor (AFL) is organized under Samuel Gompers.
- 1886: Strikers riot at Haymarket Square in Chicago.
- 1887: Congress passes Interstate Commerce Act, first federal law regulating interstate business.
- 1889: Jane Adams starts Hull House to serve Chicago's immigrants and urban poor.
- 1890: Jacob Riis focuses public attention on urban slums in his best selling *How the Other Half Lives*.
- 1890: Congress passes Sherman Antitrust Act regulating practices that destroy business competition.
- 1892: Steelworkers' strike against Andrew Carnegie's Homestead Mill in Pennsylvania ends.
- 1894: Ida B. Wells begins a national campaign against lynching of African Americans.
- 1896: Supreme Court upholds "separate but equal" in *Plessy v. Ferguson*.
- 1896: Henry Ford builds his first automobile.
- 1901: U.S. Steel Corporation formed.
- 1903: President Theodore Roosevelt pledges a "square deal" for every American worker; becomes known as a "trust buster" of big business monopolies.
- 1903: In Wisconsin, first direct primary election held in which voters in a preliminary election choose candidates for the general election.
- 1904: Ida Tarbell's revelations in *History of the Standard Oil Company* lead to eventual breakup of Standard Oil for violating federal antitrust laws.
- 1904: National Child Labor Committee established to campaign for abolition of child labor.
- 1906: Upton Sinclair's *The Jungle* spurs reform of meat packing industry.
- 1906: Pure Food and Drug Act and Meat Inspection Act passed by Congress on the same day.
- 1908: Supreme Court approves Oregon's law limiting women's workday.
- 1909: National Association for the Advancement of Colored People (NAACP) is formed.
- 1913: The 16th and 17th Amendments, supported by President William Howard Taft, establish the direct election of senators and federal tax on incomes of individuals and companies.
- 1913: Pressured by President Woodrow Wilson, Congress passes the Federal Reserve Act, reforming the nation's banking and currency practices.
- 1914: Congress, at President Wilson's request, passes the Clayton Antitrust Act, strengthening the earlier Sherman Act.
- 1916: Congress passes Workman's Compensation Act.
- 1919: Temperance movement results in the 18th Amendment, prohibiting manufacture and sale of alcohol.
- 1920: 19th Amendment passes, giving women the right to vote.

ACTIVITY SHEET D

Choosing a Topic for Your Social Studies Exit Project

- Which topic of the Progressive Era would you like to learn more about? (Circle)

The Muckrakers

Reforming Government

The Anti-Lynching Movement

Women's Suffrage Movement

The Temperance Movement

Progressive Leaders

Settlement Houses

The Challenge of the Socialists

Labor Reform

The Formation of the NAACP

Child Labor

Regulating Big Business

Federal Reserve System

- Why are you interested in the above topic?

- What specific questions do you have about the topic that you chose?

SAMPLE SOCIAL STUDIES EXIT PROJECT LESSON 4

AIM: HOW CAN WE USE THE LIBRARY TO GATHER INFORMATION?

Introduction to Research (Part 1)

materials

- Activity Sheet E, “Create a Web Design”
- Activity Sheet F, “Primary and Secondary Sources”
- Activity Sheet G, “Gathering and Recording Information”

standards addressed

ELA: E2a: Produce a report of information.

E3b: Participate in group meetings.

motivation

What kind of information can we find in the library? Either individually or in groups, have students answer this question by completing “Create a Web Design” worksheet on the topic “A Visit to the Library.”

mini-lesson

- Engage students in a six-step research process. Write the following six steps, *without the definitions*, on the board:

1. WONDERING.....	Defining the Need for Information
2. SEEKING.....	Locating and Accessing Resources
3. CHOOSING.....	Understanding and Appraising Information
4. CONNECTING.....	Organizing Information
5. PRODUCING.....	Communicating the Information
6. JUDGING.....	Evaluating the Process and the Product

- In small groups have students think what each term means and write down their definitions. Once they have completed this task, you may provide the definitions.
- Distribute to students Activity Sheet F, “Primary and Secondary Sources.” Have students read the sheet and then answer the question, “What is the difference between a primary and secondary source?”
- Have the students discuss in pairs the benefits and drawbacks of each type of source.
- The students are now prepared to go to the library to begin to conduct research on their questions (obtained in Lesson 3).
- Students can use Activity Sheet G, “Gathering and Recording Information,” to begin to record their data.
- Take this opportunity to inform students that, for each source they use, they will need to make a record of the following:

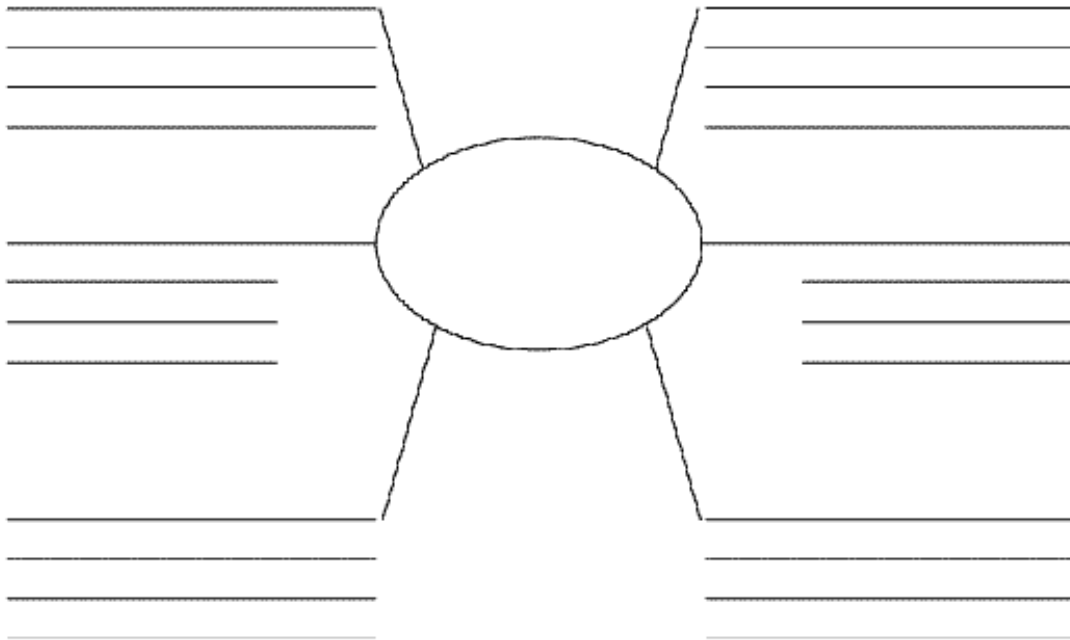
Title
Author, or Authors
Date of Publication
City of Publication

ACTIVITY SHEET E

Create a Web Design

Name: _____ Date: _____

Topic: _____



Primary and Secondary Sources

what are primary sources?

Primary sources enable the researcher to get as close as possible to the truth of what actually happened during a historical event or time period. Primary sources are the evidence left behind by participants or observers. The following are generally considered primary sources:

- Diaries, journals, speeches, interviews, letters, memos, manuscripts and other papers in which individuals describe events they either saw or participated in.
- Memoirs and autobiographies. These are generally less reliable since they are usually written long after events occurred and may be distorted by bias, dimming memory or the revised perspective that may come with hindsight. On the other hand, they are sometimes the only source for certain information.
- Records of organizations and agencies of government. The minutes, reports, correspondence, etc. of an organization or agency can serve as an ongoing record of the activity or reveal the thinking of that organization or agency. Many kinds of records (births, deaths, marriages; permits and licenses issued; census data; etc.) document conditions in the society.
- Published materials (books, magazine and journal articles, newspaper articles) written at the time about a particular event. While these are sometimes accounts by participants, in most cases they were written by journalists or other observers. It is important to distinguish between material written at the time of an event as a kind of report, and material written much later, as historical analysis.
- Photographs, audio recordings and moving pictures or video recordings documenting what happened.
- Artifacts of all kinds, including physical objects, buildings, furniture, tools, appliances, household items, clothing, and even toys.

If you are attempting to find evidence documenting the mentality or psychology of a time, or of a group (evidence of a world view, a set of attitudes, or the popular understanding of an event or condition), the most obvious source is **public opinion polls** taken at the time. Since these are generally very limited in availability and in what they reveal, however, it is also possible to make use of ideas and images conveyed in the mass media, and even in **literature, film, popular fiction, self-help literature, textbooks**, etc. Again, the point is to use these sources, written or produced at the time, as evidence of how people were thinking.

what are secondary sources?

A secondary source is a work that interprets or analyzes an historical event or phenomenon. It is generally at least one step removed from the event. Textbooks and encyclopedias are examples of secondary sources.

SOCIAL STUDIES EXIT PROJECT LESSON 5

AIM: HOW CAN WE USE THE INTERNET TO GATHER INFORMATION?

Introduction to Research (Part 2)

materials

- Connection to the Internet
- Activity Sheet H “Internet/Library Research”
- “A Guide to Doing On-line Research” (See Appendix I)

standards addressed

ELA: E1c: Read and comprehend informational materials.

motivation

Ask students to discuss how they have used the Internet to help them with their schoolwork.

mini-lesson

- Tell students that they can store the data they have collected on a hard drive, floppy disk on a CD-ROM or even in written form in a notebook.
- Ask students to read *A Guide for Doing Online Research*.
- Direct students to select one of the following search engines to gather information on their topics. (The teacher can use this independent work period to conduct individual student conferences.)

Alta Vista: Use a single word or a short list of words to do your search. Powerful for simple or refined searches.

Amazing Internet Guide: Brings together the most popular and informative search utilities .

Ask Jeeves for Kids: Received PC Magazine’s Editors’ Choice Award for Best Kids Search Engine.

Choose the Best Search Engine: Trying to decide which search engine will serve you best?

Encyclopedia Britannica: Free encyclopedia articles and news with over 125,000 related websites on all topics.

Google: A clean, powerful search engine that is easy to use.

Internet Sleuth: Search over 3,000 subject specific databases.

- Students can use Activity Sheet H, “Internet/Library Research,” to record information they have gathered.
- Ask students to choose one of their websites to complete the “Deciding On Websites” worksheet from Appendix I, “Guide to Doing Online Research.”
- Ask students to discuss the benefits and challenges they encountered while researching on their search engine.

Internet Resources

As students begin to investigate topics for their Exit Projects they may use the Internet to spark ideas. The following websites are central to the study of the Progressive Era and have been evaluated by educators for both their historical and teaching value.

Jacob Riis

Museum of the City of New York Exhibit: <http://www.mcny.org/riis2.htm>

Hypertext version of *How the Other Half Lives*: <http://www.yale.edu/amstud/inforev/riis/title.html>

Site on the Impact of Photography: http://www.masters-of-photography.com/R/riis/riis_articles2.html

Jane Addams

Link to the Jane Addams Museum: http://www.uic.edu/jaddams/hull/hull_house.html

A Collection Of Addams' Writing: <http://www.boondocksnet.com/editions/memory/index.html>

Child Labor

Child Labor in America: <http://www.historyplace.com/unitedstates/childlabor/index.html>

Political Cartoons

Cartoons of the Gilded Age and the Progressive Era:

<http://www.history.ohio-state.edu/projects/uscartoons/GAPECartoons.htm>

Tenements

Lower East Side Tenement Museum: <http://www.wnet.org/tenement/>

Working Conditions in the Progressive Era

Inside an American Factory: <http://memory.loc.gov/ammem/papr/west/westhome.html>

Triangle Shirtwaist Fire

The Triangle Factory Fire: <http://www.ilr.cornell.edu/trianglefire/>

"Votes For Women" Suffrage Picture: <http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

Social Protest

Women and Social Movements: <http://www.binghamton.edu/womhist/index.html>

Women's Suffrage

Women's Suffrage and the 19th Amendment: <http://www.nara.gov/education/teaching/woman/home.html>

"Votes For Women" Suffrage Picture: <http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

Temperance Movement

The Temperance and Prohibition Era: <http://prohibition.history.ohio-state.edu/>

Theodore Roosevelt

The Theodore Roosevelt Association: <http://www.theodoreroosevelt.org/>

Theodore Roosevelt in Film and Pictures: <http://memory.loc.gov/ammem/trfhtml/>

The Indomitable President:

http://www.americanpresident.org/KoTrain/Courses/TR/TR_Campaigns_and_Elections.htm

SOCIAL STUDIES EXIT PROJECT LESSON 6

AIM: HOW DO WE CHART DAILY PROGRESS ON EXIT PROJECTS?

Project Timeline

materials

Activity Sheet I, “Project Timeline Worksheet”

standards addressed

ELA: E2a: Produce a report of information.

motivation

Write in your journals about a time that you had to plan to do something special (for example, a surprise birthday party). How did you plan for this event? What kinds of things did you do to make sure everything was ready?

mini-lesson

- Create a poster-size of Activity Sheet I, “Project Timeline Worksheet” to post in front of the classroom.
- Distribute Activity Sheet I to students.
- Asked students to reflect on the work they have done on their exit projects during the first five days of class.
- Fill in Activity Sheet I (Day 1–Day 5), based on student responses. Model summarizing student statements into short phrases to write on Activity Sheet I. Have students place a check in the “completed task” category if they completed the recommended task for each day.
- Have students complete their timelines individually as they progress with their exit projects. Remind them that each student’s timeline might be slightly different.
- Post the poster-size Activity Sheet I on the wall for future reference.
- Students should place their individual timelines in their folders.
- Ask students to continue working on their projects.
- You may want to use a portion of this period to give a class test. (See Appendix J, Assessment 1).

suggested technology connections

If *Timeliner 4.0* is available, students can create a timeline demonstrating their daily goals and progress on the exit projects.

ACTIVITY SHEET I

Project Timeline Worksheet

DAY	RECOMMENDED TASK TO COMPLETE	COMPLETED TASK
1	Reviewed Exit Project Components. Reviewed the Rubric.	
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

SOCIAL STUDIES EXIT PROJECT LESSON 7

AIM: HOW CAN WE DEVELOP THE WRITTEN COMPONENT OF OUR EXIT PROJECTS?

The Written Component

materials

- Chart paper
- Markers
- Activity Sheet J, “Student Guide to Research”

standards addressed

ELA: E2a: Produce a report of information.

E3b: Participate in group meetings.

motivation

Ask students to complete the Activity Sheet J individually, then share their responses with a partner.

mini-lesson

- Introduce the lesson by saying, “Today we will investigate different ways to complete the written component of our project.”
- Explain that the written component of the project will allow students to demonstrate their understanding of their research projects through writing.
- Ask the students to write their research questions on the top of a piece of paper. They can also write down ideas they have for developing a written component for their exit projects on that piece of paper.
- Have the students, as a class, generate a list of ideas for the written component.
- Provide students with a list of other possible options for the written component, including:

advertisements	letters	persuasive essays
brochures	logs	reports
cartoons	manuals	scripts
catalogues	monologue or dialogue	skit
comic books	narrative procedures	songs
diaries	newspapers	travel guides
journals		

- Have students begin writing their drafts for the written component of their projects.

suggested technology connection

Students can use *AppleWorks/ClarisWorks* or *Microsoft Word* to word-process the first draft of their written piece of the exit project.

SOCIAL STUDIES EXIT PROJECT LESSON 8

AIM: HOW CAN AN EXAMINATION OF SOCIAL ISSUES OF THE PROGRESSIVE ERA PROVIDE INSIGHT ABOUT LIFE DURING THAT TIME?

Social Issues of the Progressive Movement

materials

- Documents 1-5 (See pages 28-32.)
- Legal-sized folders
- Activity Sheet K, “Constructed-Response Questions”
- Activity Sheet L, “Three-Column Note-Taking”

standards addressed

ELA: E1c: Read and comprehend informational materials.

E1d: Read aloud fluently.

E3b: Participate in group meetings.

E5a: Respond to nonfiction, fiction, poetry and drama using interpretive and critical processes.

Social Studies Standard 1-3: Study about the major social, political, economic, cultural and religious developments in New York State and United States history...

motivation

What are the social issues we face in New York City today? Have students form pairs to develop interview questions for a city councilperson addressing a social problem in New York City, one of the students assuming the role of the city councilperson and the other assuming the role of a reporter. Ask a pair of students to volunteer to perform their role-play for the class.

This lesson will utilize documents to focus on some of the major social issues of the Progressive Era such as:

- The Anti-Lynching Movement
- Urban Problems
- Child Labor
- Settlement Houses
- The Temperance Movement

Ask students to analyze documents of varying lengths. Have them work in groups employing the jigsaw method to analyze the documents and then answer the constructed-response questions that pertain to each document on Activity Sheet K.

mini-lesson

- Place students in groups of five.
- Place five copies of each document in a separate legal folder.
- Have each group of students select a topic and obtain the folder containing the copies of the relevant document for the designated topic.

- Direct the students to read the document in order to become the “expert group” on that topic.
- After reading the document, have the students answer the following questions:
 - What type of document is this (primary or secondary)?
 - When was this document created?
 - Who created this document?
 - Choose a word or phrase from the document that you think is significant to interpreting the document.
- Once the reading and analysis is completed, instruct each group to answer the constructed-response questions on the next page that pertain to its designated document.
- The Jigsaw:
 - Have students leave their home groups to form new mixed groups in which each member is an expert on one of the five documents.
 - Each student is responsible for teaching their document to his/her new group members.
 - Have each student complete Activity Sheet L, “Three-Column Note-Taking,” by recording the following information for each document:
 - *Facts* they gathered
 - *Questions* they asked
 - *Responses* they got to their questions
 - After completing this exercise, ask the whole class the following summary questions:
 - What did you learn about the social issues of the progressive movement?
 - What were the common themes in each of the reform movements?

(Note: During group time the teacher will have the opportunity to confer with individual students.)

GUIDE TO USING DOCUMENTS IN THE GRADE EIGHT EXIT PROJECT

By using documents in the study of a historical era, your students will see the time period presented to them “both as a whole and as individual slices representing different elements of the era¹.” This skill, also tested on all New York State social studies examinations from grades five to eleven, enables students to critically interpret the events of a particular period.

The different types of documents your students will encounter as they research their Exit Projects may include written documents, photographs, posters, charts/graphs, maps, cartoons, video/motion pictures, and sound recordings. The following ten generic questions can serve as a guide for analyzing any type of document. It is important that the student understand that each document is both a separate entity, and part of a larger “story.” For document specific activities, teachers and students can obtain worksheets from the National Archives. They can be found at: www.nara.gov/education/classrm.html

Click on “Document Analysis Worksheets” and print the desired worksheet from the eight types of documents listed. These activity sheets are considered to be in the public domain and may be reproduced.

Questions Students Should Ask When Analyzing Documents

1. What type of document is this?
2. What is the title/name of the document?
3. Who do you think created this document?
4. When was this document created?
5. Who is the intended audience?
6. What do you see in this document? (for photos, cartoons, etc.)
7. Why do you think this document was created?
8. What point is the document conveying? What evidence in the document supports this?
9. What is a possible opposing viewpoint?
10. What is the historical context (the “bigger picture”)?

¹ James Percocco, *Using Primary Sources: A Guide for Teachers and Parents* (Primary Source Media, 1995).

Advertisement for the NAACP

FOR THE GOOD OF AMERICA

Do you know that the United States is
the Only Land on Earth where human
beings are BURNED AT THE STAKE?

In Four Years, 1918-1921, Twenty-Eight People were publicly
BURNED BY AMERICAN MOBS

3436 People Lynched, 1889 to 1922

For What Crimes Have Mobs Nullified Government and Inflicted the Death Penalty?

The Alleged Crimes	The Victims	Why Some Mob Victims Died
Murder	1289	Not turning out of road for white hire in our
Rape	571	Being a relative of a person who was lynched
Crimes against the Person	615	Jumping a labor contract
Crimes against Property	333	Being a member of the Non-Partisan League
Miscellaneous Crimes	153	Talking back to a white man
Absence of Crime	178	"Insulting" white men
	3436	

Is Rape the "Cause" of Lynching? . . .

Of 3436 people murdered by mobs in our country, only 571, or less than 17 per cent., were even accused of the crime of rape.

83 WOMEN HAVE BEEN LYNCHED IN THE UNITED STATES

Our teachers maintain that they were lynched for "the usual crime!"

AND THE LYNCHERS GO UNPUNISHED

There were four lynchings in eight days after the failure to pass the Dyer Anti-Lynching Bill. One of the victims being publicly burned at the stake.

TO MAINTAIN CIVILIZATION IN AMERICA

AND FOR THE GOOD NAME OF THE NATION

BEFORE THE WORLD

YOU

CANNOT ESCAPE YOUR RESPONSIBILITY

**Will You Not at Least Aid the Organization Which Has
Been Fighting for Ten Years to Wipe Out Our Shame?**

Send your check to J. E. SPINGARN, Treasurer of the

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

78 FIFTH AVENUE, NEW YORK CITY

Broadside printed by the NAACP, ca. 1922. Allen/Littlefield Collection, Atlanta, GA. Permission pending.

Excerpt from *How the Other Half Lives*

Lest anybody flatter himself with the idea that these were evils of a day that is happily past and may safely be forgotten, let me mention here three very recent instances of tenement house life that came under my notice. One was the burning of a rear house in Mott Street. The fire made homeless ten families, who had paid an average of \$5 a month for their mean little cubbyholes. The owner himself told me that it was fully insured for \$800, though it brought him in \$600 a year rent. He evidently considered himself especially entitled to be pitied for losing such valuable property.

Another was the case of a hard-working family of man and wife, young people from the old country, who took poison together in a Crosby Street tenement because they were “tired.” There was no other explanation, and none was needed when I stood in the room in which they had lived. It was in the attic with sloping ceiling and a single window so far out on the roof that it seemed not to belong to the place at all. With scarcely room enough to turn around in they had been forced to pay five dollars and a half a month in advance.

The third instance was that of a colored family of husband, wife, and baby in a wretched rear rookery in West Third Street. Their rent was eight dollars and a half for a single room on the top-story, so small that I was unable to get a photograph of it even by placing the camera outside the open door. Three short steps across either way would have measured its full extent.

Adapted from *How the Other Half Lives*, Jacob Riis. Originally published 1890. Photo: *The Baxter Street Court, 22 Baxter Street*. The Jacob A. Riis Collection, #108, Museum of the City of New York. Permission pending.

Hull House

The dozens of younger children who from the first came to Hull House were organized into groups which were not quite classes and not quite clubs. The value of these groups consisted almost entirely in arousing a higher imagination and in giving the children the opportunity, which they could not have in the crowded schools, for leadership and for independent social relationships. The public schools then contained little hand work of any sort, so that naturally any instruction which we provided for the children took the direction of this supplementary work. But it required a constant effort that the pressure of poverty itself should not defeat the educational aim.

Although our first undertaking was a kindergarten, we were very insistent that the Settlement should not be primarily for the children, and that it was silly to suppose that grown people would not respond to opportunities for education and social life.

Our enthusiastic kindergarten teacher herself demonstrated this with an old woman of ninety, who, because she was left alone all day while her daughter cooked in a restaurant, had formed such a persistent habit of picking the plaster off the walls that one landlord after another refused to have her for a tenant. It required but a few weeks time to teach her to make large paper chains, and gradually she was content to do it all day long, and in the end took quite as much pleasure in adorning the walls as she had formerly taken in demolishing them. In the course of time it was discovered that the old woman could speak Gaelic, and when one or two college professors came to see her, the neighborhood was filled with pride that such a wonder lived in their midst.

We were also early impressed with the isolation of many of the immigrants. An Italian woman once expressed her pleasure in the red roses that she saw at one of our receptions in surprise that they had been “brought so fresh all the way from Italy.” She would not believe for an instant that they had been grown in the United States. She said that she had lived in Chicago for six years and had never seen any roses, whereas in Italy she had seen them every summer in great abundance. During all that time, of course, the woman had lived within ten blocks of a florist's window; she had not been more than a five-cent ride away from the public parks; but she had never dreamed of traveling herself, and no one had taken her. Her idea of America had been the untidy street in which she lived and had made her long struggle to adapt herself to American ways.

In those early days we were often asked why we had come to live on Halsted Street when we could afford to live somewhere else. In time it came to seem natural to all of us that the Settlement should be there. If it is natural to feed the hungry and care for the sick, it is certainly natural to give pleasure to the young, comfort to the aged, and to minister to the deep-seated craving for social interaction that all men feel.

Adapted from Jane Addams, *Forty Years at Hull House* (New York: Macmillan, 1935). Permission pending.

The Temperance Movement

FRANCES WILLARD, PRESIDENT OF WOMEN'S CHRISTIAN TEMPERANCE UNION ADDRESSES MEMBERS AT ANNUAL MEETING.

Frances E. Willard greeted delegates to the 1883 annual meeting of the national WCTU with the following address.

Dearly Beloved Friends:

You who are here gathered from every quarter of this vast country are not here on your own but as chosen leaders of the chief army that battles for the mightiest reform of any age, in the country where that reform has achieved its most splendid victories. Your purpose is to unite all parties for the destruction of humanity's most ancient and most accursed enemy. In less than two months we shall celebrate the Tenth Anniversary of the Crusade. In less than three weeks (November 18) we shall have completed nine years since our National Union was organized at Cleveland. Then the message of the temperance movement was unclear; now it shines in the steady blaze of stars and constellations. Then we were raw recruits; now we are soldiers drilled and disciplined. Then we crusaded in saloons, but now in halls of legislation. Then we thought only of cure; now we are occupied with prevention. Then we wept; now we rejoice. Then we said, "God, be pitiful"; now we say "God, be praised!" Then we *called* ourselves a National Union; now we *are* a National Union in every deed. Then we were friends; now we are sisters.

Adapted from *Memories of the Crusade: A Thrilling Account of the Great Uprising of the Women of Ohio of 1873* (Columbus, Ohio: W. G. Hubbard & Co., 1889), pp. 96-100. Permission pending.

Child Labor in New York City Tenements

MARY VAN KLEECK, "CHARITIES AND THE COMMONS," JANUARY 18, 1908

The following brief report gives the results of a joint investigation made during the months from October, 1906, to April, 1907, into the labor of children in manufacture in tenement houses in New York City. The National Consumers' League and the Consumers' League of New York City, the National and New York Child Labor Committees, and the College Settlements Association co-operated in the undertaking.

In the most thickly populated districts of New York City, especially south of Fourteenth Street, little children are often seen on the streets carrying large bundles of unfinished garments, or boxes containing materials for making artificial flowers. This work is given out by manufacturers or contractors to be finished in tenement homes, where the labor of children of any age may be utilized. For the laws of New York State, prohibiting the employment of children under fourteen years of age in factories, stores, or other specified work-places, have never been extended to home workrooms. In this fact is presented a child labor problem,-as yet scarcely touched,-namely: How to prevent employment of young children in home work in manufacture?

So difficult has been the problem of regulating by law the conditions of employment in home workrooms, that advance in measures to protect children against premature toil in factories has had no parallel in provisions designed to regulate manufacture in tenement homes. Between these two systems of manufacture,-one carried on in factories and the other in the homes of the workers,-there are, therefore, some striking contrasts in the law. No maker of artificial flowers can employ in his factory any child under fourteen years of age, but he may give out work to an Italian family, in whose tenement rooms flowers are made by six children, aged two and one-half, five, eight, ten, fourteen and sixteen years. In another family Angelo, aged fourteen years, cannot work legally in a factory until he reaches a higher grade in school, nor can he work at home during hours when school is in session, but his little sister Maria, aged three years, because she is not old enough to go to school and because the home work law contains no prohibition of child labor, may help her mother pull bastings and sew on buttons. A public school teacher notices that Eva and Mary R., aged eleven and ten years, are pale and under-nourished, but although the compulsory education law supports her in requiring their attendance in school during school hours, she cannot prevent their making flowers at home from three o'clock until nine or ten at night. Many good citizens would demand the prosecution of a manufacturer who employed in his factory Tony aged four years, Maria aged nine, Rose aged ten, Louisa aged eleven, and Josephine aged thirteen years. For such an offense the employer might be fined \$100 for each child under fourteen years of age found at work in his factory. Yet the public has not raised an effective protest against the same employer when he turns these children's home into a branch of his factory and gives them work in which event the smallest child in the family joins through long hours under a necessity as imperious in its demand for the constant work and attention of the child as would be the commands of a foreman in a factory....

Permission pending.

Constructed-Response Questions

document 1: advertisement for the naacp

- State two reasons for which people had been lynched.

- Based on this poster, what did the NAACP do to deal with the issue of lynching?

document 2: excerpt from how the other half lives

- Describe the living conditions of people in New York City tenement housing.

- How did Jacob Riis use his pictures to call for change?

document 3: hull house

- What did children learn at Hull House?

- How did Hull House benefit immigrants?

document 4: the temperance movement

- According to this speech, what is “humanity’s most ancient and most accursed enemy”?

- Did the strategies of the temperance movement change over time?

document 5: child labor in new york city tenements

- According to this document, how were small children affected by child labor?

- Based on this report, what was the problem with the existing child labor laws?

ACTIVITY SHEET L

Three-Column Note-Taking

Name: _____ Date: _____

FACTS	QUESTIONS	RESPONSES

SOCIAL STUDIES EXIT PROJECT LESSON 9

AIM: HOW ARE SOURCES CITED PROPERLY?

Developing the Bibliography

materials

- Activity Sheet M, “What Is a Bibliography?”
- Activity Sheet N, “Formatting the Bibliography”
- Activity Sheet O, “The Bibliography: Listing Your Sources”

standards addressed

ELA: E2a: Produce a report of information.

motivation

Have students discuss why it is important to list their sources and give appropriate credit to the authors. List their reasons on the chalkboard.

mini-lesson

- Introduce the lesson by stating: “Today we will be learning how to create a list of references from different sources: books, magazines and newspaper articles, website or web pages, magazines & newspaper articles accessed on-line, and articles from a reference book. This type of list is called a bibliography.”
- Have students read Activity Sheet M, “What Is a Bibliography?” and answer the following questions:
 - What is the purpose of a bibliography?
 - What kind of information will be listed in the bibliography?
 - Of the possible sources of information listed, which ones are you using in your research?
- After students review Activity Sheet N, “Formatting the Bibliography,” ask them to answer the following questions:
 - In a bibliographic reference, what information is underlined?
 - How is the author’s name recorded?
- Have student volunteers, referring to the “Formatting the Bibliography” write one of their research citations in the proper format on the chalkboard. The other students can use the “Formatting the Bibliography” to proof their classmates’ work.
- Distribute Activity Sheet O, “The Bibliography: Listing Your Sources” and have students work independently to begin to develop their bibliographies using the proper format.

What Is A Bibliography?

A bibliography is a list of all of the books, articles or sources that were used in conducting research. The bibliography contains other information like the name of the author, full title of the work, place, publisher of the work, and date of publication. While conducting research, it is important to keep a list of this type of information. You must cite or list all of the sources that were used during research. There are different formats for organizing a bibliography. You will learn to use one of these formats to create your own bibliography.

While gathering information for a project, a researcher is really looking for answers. It is important to use as many sources as possible to find those answers. The following are sources that could be used. You will find that books and encyclopedias are not the only places to get information.

Almanacs

Atlas

Biographies

Cartoons

Catalogs

Charts

Cookbooks

Documents

Encyclopedias

Internet

Interviews

Journals

Letters

Logs

Magazines

Maps

Museums

Newspapers

Pamphlets

Planetariums

Polls

Speeches

Statistics/Records

Surveys

Textbooks

Travel Brochures

Visits (Museums, Historical
Societies, Laboratories,
Parks)

Yellow Pages

Formatting the Bibliography

BOOKS

Format:

Author. Title: Subtitle. Place: Publisher, Date.

Example:

Ellison, Ralph. The Invisible Man. New York: Vintage Books, 1990.

MAGAZINE & NEWSPAPER ARTICLES

Format:

Author. "Title of Article." Title of Periodical Date: First page-last page.

Example:

Seinfeld, Jerry. "What I Did Today." People 4 Dec. 1997: A10.

WEBSITE OR WEBPAGE

Format:

Author. Title. Editor. Date. Institution. Access Date URL.
[Simply omit any information that is not available.]

Example:

Student Initiated Drinking and Driving Prevention. 4 Oct. 2000. National GRADD. 16 Feb. 2001
<<http://www.saferide.org>>.

MAGAZINE & NEWSPAPER ARTICLES ACCESSED ONLINE

Format:

Author. "Article." Periodical Date: Extent. Access Date URL.
[Simply omit any information that is not available.]

Example:

"Customer's Attempt to Complain to Manager Thwarted by Employee." The Onion 14 Feb. 2001
<http://theonion.com/onion3705/attempt_to_complain.html>.

ARTICLE FROM A REFERENCE BOOK

Format:

Author. "Title of Article." Book Title: Subtitle. Editor. Place: Publisher, Date. First page-last page.
[Simply omit any information that is not available.]

Example:

King, Martin Luther. "I Have A Dream." Speeches: The Collected Wisdom of Martin Luther King.
James Horn. Washington: King Press, 1971. 10-11

ACTIVITY SHEET O

The Bibliography: Listing Your Sources

Name: _____ Date: _____

Topic: _____

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SOCIAL STUDIES EXIT PROJECT LESSON 10

AIM: HOW DOES CHANGE IN GOVERNMENT HAPPEN?

Reforming Government (Part 1)

materials

- Activity Sheet P, “Women’s Suffrage Documents”
- Activity Sheet Q, “Written Document Analysis Worksheet”

standards addressed

ELA: E1c: Read and comprehend informational materials.

E1d: Read aloud fluently.

E5a: Respond to nonfiction, fiction, poetry and drama using interpretive and critical processes.

Social Studies Standard 5-3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.

motivation

Have students think about and briefly discuss an aspect of national government they might want to change.

mini-lesson

- Ask students to read Article Five of the United States Constitution, which explains how the Constitution may be amended and answer the questions that follow.

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several states, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

— What are the two ways that a constitutional amendment can be ratified?

— Why do you think the writers of the Constitution required a three-fourths majority in order to ratify an amendment?

- Tell students that as a result of the women’s suffrage movement, Congress passed the 19th Amendment to the Constitution , giving women the right to vote. Tell them that they are going to read about some of the ways women organized to gain this important right.
- Divide the class into small groups. Distribute copies of the documents from Activity Sheet P, as well as Activity Sheet Q, “Written Document Analysis Worksheet,” to each group.
- Ask the students to read the documents and make a list of strategies employed by the suffragists.
- After they have analyzed the documents, have students return to their groups to write a short role-play that portrays an event or an important figure in the struggle for women’s suffrage. Encourage students to quote directly from, or make reference to, the documents.
- Ask students to act out their role-plays.

Women's Suffrage Document 1

In 1872, Susan B. Anthony voted illegally in Rochester, New York. The following is an excerpt from her trial.

Judge Hunt: The prisoner will stand up. [*Here Miss Anthony arose again.*] The sentence of the Court is that you pay a fine of one hundred dollars and the costs of the prosecution.

Miss Anthony: May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper—*The Revolution*—four year ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison, and hang women, while they deny them the right of representation in the Government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that “Resistance to tyranny is obedience to God.”

Judge Hunt: Madam, the Court will not order you committed until the fine is paid.

E.C. Stanton, S.B. Anthony, M.J. Gage, editors, *The History of Woman Suffrage* (New York: Fowler and Wells, 1881), Vol. II, pp. 687-689. Permission pending.

Women's Suffrage Document 2

In 1917, Carrie Chapman Catt, president of the National American Woman Suffrage Association, gave a speech before Congress. An excerpt follows:

Is it not clear that American history makes woman suffrage inevitable? That full suffrage in twelve states makes its coming in all 48 states inevitable? That the spread of democracy over the world, including votes for the women of many countries, in each case based upon the principles our Republic gave to the world, compels action by our nation. Is it not clear that the world expects such action and fails to understand its delay?

In the face of these facts we ask you Senators and members of the House of Representative of the United States, is not the immediate enfranchisement of the women of our nation the duty of the hour?....

... Gentlemen, we hereby petition you, our only designated representatives, to redress our grievances by the immediate passage of the Federal Suffrage Amendment and to use your influence to secure its ratification in your own state, in order that the women of our nation may be endowed with political freedom before the next presidential election, and our nation may resume its, world leadership in democracy.

Woman suffrage is coming—you know it. Will you, Honorable Senators and Members of the House of Representatives, help or hinder it?

Adapted from Carrie Chapman Catt, "An Address to the Congress of the United States," (New York: National Woman's Suffrage Publishing Co., 1921). Permission pending.

Women's Suffrage Document 3

The following poem by Katherine Rolston Fisher captures the spirit of the radical Woman's Party, of which Alice Paul was the inspired leader.

Alice Paul

I watched a river of women,
Rippling purple, white, and golden
Stream toward the National Capitol.
Along its border,
Like a purple flower floating,
Moved a young woman, worn, wraithlike,
With eyes alight, keenly observing the marchers.
Out there on the curb, she looked so little, so lonely;
Few appeared even to see her;
No one saluted her
Yet commander was she of the column, its leader;
She was the spring whence arose that irresistible river of women
Streaming steadily towards the National Capitol.

Katherine Rolston Fisher, "Alice Paul," *The Suffragist*, January 19, 1918, p. 9. Permission pending.

Women's Suffrage Document 4

THE CRISIS

A RECORD OF THE DARKER RACES

PUBLISHED BY THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF
COLORED PEOPLE AT 26 VESEY STREET, NEW YORK CITY

Edited by W. E. Burchard Du Bois, with the co-operation of Oswald Garrison Villard,
W. S. Braithwaite, M. W. Ovington, Charles Edward Russell and others.

SUFFRAGE WORKERS.

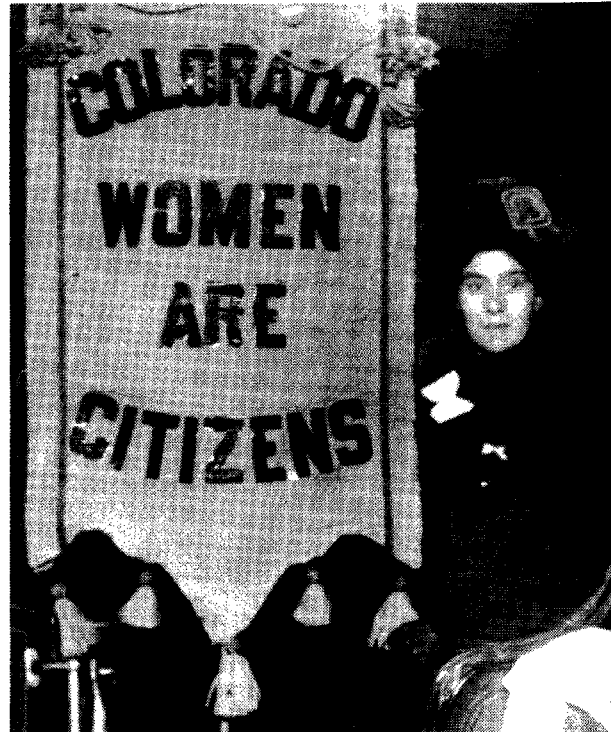
WE present the pictures this month of several colored women interested in "Votes for Women." Mrs. Mary Church Terrell has long been an advocate of woman's suffrage and is well known to readers of *THE CRISIS*. Mrs. Margaret M. Washington was elected president of the National Association of Colored Women's Clubs at the Hampton meeting, where the association took strong



MRS. MARY CHURCH TERRELL

ground in favor of woman's suffrage. Other officers are Miss Ida R. Cummings, corresponding secretary, and Miss Elizabeth L. Davis, national organizer.

The Crisis, Vol. 5, 1912, p.3.



Denver Public Library, Western History Department

Permission pending.

ACTIVITY SHEET Q

Written Document Analysis Worksheet

1. type of document (check one):

- | | | | |
|------------------------------------|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Memorandum | <input type="checkbox"/> Press release | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Map | <input type="checkbox"/> Report | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Other |

2. document's unique physical qualities (check one or more):

- | | | | |
|---|--------------------------------|---|--------------------------------|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Typed | <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Seals | <input type="checkbox"/> "RECEIVED" stamp | |

3. date(s) of document: _____

4. author (or creator) of the document: _____

position (title): _____

5. for what audience was the document written? _____

6. document information (there are many possible ways to answer a-e.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

SOCIAL STUDIES EXIT PROJECT LESSON 11

AIM: HOW CAN WE CREATE A GRAPHIC COMPONENT THAT CONNECTS TO THE WRITTEN COMPONENT OF OUR PROJECTS?

The Graphic Component

materials

- Grade 8 Exit Project: Social Studies Graphic Component Rubric (Appendix E)
- Chart paper
- Markers
- Pencils

motivation

Ask students to write in their journals on the topic: “A picture is worth a thousand words.”

mini-lesson

- Ask students to review the written component of their projects and write down any ideas that they have about what kind of graphic would best compliment their written piece. Refer to the sample chart below.

WRITTEN COMPONENT	SUGGESTED GRAPHIC COMPONENT
Dialogue/Skit	Draw a picture, photocopy pictures from books, construct a replica to scale, diorama, design posters.
Comic Book	Draw characters, use computer-created images, caricature.
Diary Entries	Draw a picture, portrait, painting, map.
Newspaper Articles	Political cartoons, map, timeline, photograph, graph.

- Ask students to review the Grade 8 Exit Project: Social Studies Graphic Rubric and answer the following questions:
 - What information or symbols will I include in my graphic?
 - What materials will I use to create my graphic?
 - What kind of research do I need to do to prepare to create my graphic?
 - Does my graphic support the ideas expressed in other parts of my project?
 - How will I use this graphic in my oral presentation?

- Have students begin to work on creating their graphic components.
- Use some of this class period to give a class test. (See Appendix K, “Assessment 2.”)

suggested technology connections

As part of the graphic presentation, students can use the computer program *Inspiration* to create a graphic organizer that illustrates the reforms made during the Progressive Movement.

SOCIAL STUDIES EXIT PROJECT LESSON 12

AIM: HOW DID REFORMERS TRY TO MAKE GOVERNMENT MORE DEMOCRATIC?

Reforming Government (Part 2)

materials

- Activity Sheet R, “Election Reforms”
- Chart paper
- Markers

standards addressed

ELA: E1c: Read and comprehend informational materials.

E3b: Participate in group meetings.

Social Studies Standard 1-1: The study of civics and citizenship, and government involves learning about political systems; the purposes of government and civic life; and differing assumptions held by people across time and place regarding power, authority, governance and law.

motivation

Have students discuss why voting is an important part of the democratic process.

mini-lesson

- Distribute Activity Sheet R and have students read the definitions and examples of some of the political reforms that progressives wanted.
- Break class into groups of four and distribute chart paper and markers to each group. Each group is to be responsible for becoming “expert” about one of the reforms.
- Ask groups to use the examples that follow each reform to write on their chart paper about how this reform made the election process more democratic.
- Have each group present their political reform to the class.
- As a follow-up activity, students can work in groups of four to develop a referendum to be placed on a city ballot.

ACTIVITY SHEET R

Election Reforms

1. primary elections

A primary election is the "first step" in the election process. In a primary, the voters registered with each of the major political parties select their party's representative, or nominee, to run as a candidate in the general election.

Example:

NEW YORK STATE PRIMARY ELECTION: MARCH 7, 1996

CANDIDATE NAME	PARTY	NUMBER OF VOTES	PERCENTAGE
Dole, Bob	Republican	599,748	55.11
Forbes, Steve	Republican	325,211	29.88
Buchanan, Pat	Republican	163,365	15.01
Total Party Votes		1,088,324	100.00
Total State Votes		1,088,324	100.00

**(Note: As Bill Clinton was the only candidate who qualified for the ballot, the Democratic primary was not held.)*

Source: New York State Board of Elections

2. recall election

A recall election allows voters to remove elected officials before they completed their terms.

Example:

D.A. RECALL ELECTION PROBABLE DESPITE FUROR

Despite some claims of election fraud in signature gathering, a special May election to determine whether District Attorney Paula Kamena should be recalled from office is probably inevitable, Marin County supervisors were told yesterday. "There's not a reasonable likelihood that anyone could challenge those (recall) petitions and invalidate them," County Counsel Patrick Faulkner told the board. Faulkner's view seemed to leave board members resigned to the notion that they will follow state election laws and officially schedule the recall election at their Jan. 23 meeting. But before the board could take up additional matters, Supervisor Steve Kinsey blamed recall proponents for an election he called "a self-serving farce" that will cost county taxpayers an estimated \$500,000. "It's a tragedy that this is being foisted upon the citizens of this county," he said. "I certainly do not think that it will succeed" in recalling Kamena from office. An alliance of family court critics and citizens opposed to Marin's marijuana prosecution policies turned in nearly 14,000 valid signatures to support the recall, more than enough to qualify it for a special countywide election in May.

Permission pending.

Election Reforms (continued)

3. referendum

Progressives thought voters should have a way to vote directly on some legislation. In a vote called a referendum, they could approve or reject a proposed law.

Every twenty years, New York State voters get to vote on a referendum to hold a New York State Constitutional convention. The referendum was up for a vote in 1997. New York State has held nine conventions, including the one that wrote the state's first Constitution in 1777. At the last convention held in 1967, all of the changes proposed at the convention were rejected by the voters.

Anyone eligible to vote in New York could serve as a delegate. Three delegates from each of the 61 State Senate districts and 15 statewide would have been elected.

4. direct election of senators

The Seventeenth Amendment of the United States Constitution was ratified in 1913. This amendment allowed voters to directly vote for their United States senators. Before this amendment was passed the state legislatures had chosen the United States senators. Under this system, many senators obtained their positions through corrupt bargains. Below is an excerpt from the Seventeenth Amendment of United States Constitution:

“The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years....”

SOCIAL STUDIES EXIT PROJECT LESSON 13

AIM: HOW IS AN EFFECTIVE ORAL PRESENTATION PREPARED?

Oral Presentation

materials

- “Ain’t I A Woman?” speech by Sojourner Truth (on following page)
- Activity Sheet S, “Key Steps To Preparing an Oral Presentation”
- Grade 8 Exit Project: Social Studies Oral Component Rubric (Appendix D)

standards addressed

ELA: E3c: Prepare and deliver an individual presentation.

motivation

Ask one student to read the “Ain’t I A Woman?” speech (on the following page) by Sojourner Truth. Ask the other students to list the words or phrases that captured their attention in this speech. Have students describe, in writing, what they consider to be an ideal speech. Ask: “What are the components of a good speech?”

mini-lesson

- Discuss the elements of a good presentation.
- Have students review Grade 8 Exit Project: Social Studies Oral Component Rubric (Appendix D).
- Distribute “Key Steps To Preparing an Oral Presentation” handout and review with class.
- Have students work to develop an outline for their individual oral presentations that follows the guidelines provided.

AIN'T I A WOMAN?

Well, children, where there is so much racket there must be something out of kilter. I think that between the Negroes of the South and the women of the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at Me! Look at my arm! I have ploughed and planted and gathered into barns, and no man could head me!

And ain't I a woman? I could work as much and eat as much as a man – when I could get it – and bear the lash as well! And ain't I a woman? I have born thirteen children and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

If my cup won't hold but a pint and yours holds a quart, wouldn't you be mean not to let me have my little half-measure full?

Then that little man in black there [a minister], he says women can't have as much rights as men, 'cause Christ wasn't a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back again, and get it right side up again! And now they is asking to do it, the men better let them. Obligated to you for hearing on me, and now old Sojourner hasn't got nothing more to say.

Adapted from Beth Millstein Kava and Jeanne Bodin, *We, the American Women*, Revised Edition (Englewood, NJ: Jerome S. Ozer, 1983), p. 117. Permission pending.

Key Steps to Preparing an Oral Presentation

1. KNOW YOUR SUBJECT MATTER

The amount of research that you did on your project will definitely pay off when you are doing your oral presentation. Review your written component for the major facts and supporting evidence that want to share with your audience. Check your facts and be prepared to answer questions.

2. DEVELOP A THEME

All presentations are designed with a single purpose. Your purpose is to present your findings on your research question. Make sure that your audience knows what your question is in the beginning of your presentation.

3. PREPARE YOUR SCRIPT

Instead of reading directly from a paper, try to refer to notes written on 3x5 file cards. Your oral presentation should consist of the four basic parts: opening, body, summary and closing.

- **The Opening:** The opening of the presentation sets the stage for what is to follow. Introduce yourself and state the topic of your presentation. Also present a *very brief* summary or outline of the points to be covered.
- **The Body:** Use this part of your presentation to discuss the major points of your research. Be sure to include facts, details and evidence for each major point. Refer to your graphics in this portion of your presentation.
- **The Summary:** This portion should be *brief and simple*. Here is your chance to reinforce the central theme and purpose of your presentation. Briefly emphasize the key points and main ideas of your script in this section.
- **The Closing:** At the conclusion of your oral presentation, ask if anyone has any questions.

4. REHEARSE—REHEARSE—REHEARSE

Your final script and notes on 3x5 file cards will permit you to rehearse your presentation.

5. PRESENTATION

Speak slowly, clearly and with authority. Make certain that the audience questions have been addressed, and of course, thank everyone for their attention.

SOCIAL STUDIES EXIT PROJECT LESSON 14

AIM: SHOULD THE UNITED STATES GOVERNMENT INTERFERE WITH THE PRACTICES OF PRIVATE CORPORATIONS?

Reforming Big Business

materials

- Activity Sheet T, “Reform Scenarios”

standards addressed

ELA: E3b: Participate in group meetings.

Social Studies Standard 4-1: The study of economics requires an understanding of major economic concepts and systems, the principles of decision-making and the interdependence of economies and economic systems throughout the world.

motivation

Ask students to imagine they are going to go shopping for their favorite pair of sneakers or outfit. Ask students to describe how they go about obtaining that certain item. (Do they go to one store or do they shop around for the best price?) Allow students to share responses. Finally ask students: “How does competition in business benefit the consumer?”

mini-lesson

- Provide the following definitions for students:

<i>Commerce:</i>	buying and selling goods, especially on a large scale; business
<i>Goods:</i>	commodities, things produced for sale
<i>Services:</i>	work done for others as an occupation or business
<i>Contract:</i>	an agreement by two or more parties that can be enforced by law
<i>Trust:</i>	a combination of firms or corporations for the purpose of reducing competition and controlling prices throughout a business or industry
<i>Competition:</i>	rivalry between two or more customers trying to get the same customers or market
<i>Consolidate:</i>	larger companies bought up smaller companies or forced them out of business
<i>Stockholders:</i>	people or organizations who own a share or shares of a company or corporation
<i>Conspiracy:</i>	getting together to plan something in secret to do something wrong

- Have students engage in a role-play that illustrates some of the problems caused by big businesses. Divide the class into groups of five or six students (depending on class size). Give each group a different scenario to perform. Encourage the students to use classroom resources (i.e., textbook or the Internet) to help them prepare their scenes.
- After each group has performed their scene, ask students to discuss why some people felt that the government should regulate the practices of big businesses. (You can use this opportunity to introduce the Sherman Anti-Trust Act of 1890).

Reform Scenarios

scenario 1

In the 1860s, Cornelius Vanderbilt was a self-made man who invested in the railroads. Railroads could be very lucrative especially if there is very little **competition**. Mr. Vanderbilt wants to **consolidate** the railroads of New York. Cornelius Vanderbilt has already purchased most of the railroad lines in upstate New York and now wants to buy up all of the New York Central Railroad. The owners do not want to sell. Cornelius gets his way by refusing to allow New York Central passengers to transfer to his trains. This practically drove New York Central out of business, so they agreed to sell. Enact a meeting between Cornelius Vanderbilt and the rival railroad owners.

scenario 2

John D. Rockefeller invested in the oil refinery business when he was in his early twenties. He used the profits from his business to buy up other refineries and he created the Standard Oil Company. In 1882, Rockefeller formed a **trust**, called Standard Oil Trust. This trust gave him more control over the oil market. The **stockholders** of the smaller oil companies exchanged their stock for stock in the Standard Oil trust. Standard Oil trust managed the business of all of the companies under its control. Enact a meeting of the Board of Directors of Standard Oil Trust.

scenario 3

During the late 1800s, some Americans believed that big businesses were using unfair practices to advance in business. In a free enterprise system, owners decide what to goods or services to sell and what prices to charge. Companies try to win customers by offering the best product at the lowest price. Trusts and monopolies eliminated competition. Without competition, there is no reason to keep prices low. Other Americans were in favor of big businesses because they were able to employ more people and make goods cheaply. Enact a debate between those who are in favor of big businesses in the 1880s and those who wanted to see them regulated.

scenario 4

Factory workers of the industrial age had to face long hours, low wages and unsafe conditions. Workers faced many dangers without the benefit of insurance or protection. One of the ways, workers addressed their problems was by forming a labor union. The **Knights of Labor** was one of the labor unions that was formed in the 1800s. Some of their goals were to shorten the work day, end child labor and get equal pay for men and women. Enact a rally in which you are trying to convince workers to join your labor union.

scenario 5

In 1900, the International Ladies' Garment Workers Union was formed. Like many other unions, its members demanded better pay and shorter hours. After unsuccessful negotiations with the factory owners, the union called for a strike. In 1910, more than 20,000 women and men walked off their jobs. Enact a scene in which reporters are interviewing striking workers. Be sure to ask the workers about what they hope the strike will accomplish, as well as their concerns for the outcome.

SOCIAL STUDIES EXIT PROJECT LESSON 15

AIM: HOW DID THE PROGRESSIVE PRESIDENTS USE THEIR OFFICE TO GAIN REFORMS?

Progressive Presidents

materials

- Internet or library access
- Chart paper
- Markers

standards addressed

ELA: E3b: Participate in group meetings.

E4a: Demonstrate a basic understanding of the rules of the English language in written and oral work.

Social Studies Standard 5-1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the assumptions held by people across time and place regarding power, authority, governance and law.

motivation

Ask students to investigate who were the presidents during the progressive era. Student will be asked the following question: “What role do you think the president can play in promoting a reform movement?” Teacher can write student responses on the board.

mini-lesson

- Divide the class into groups of four.
- Assign each group a progressive president to investigate. Ask students to conduct research on the most significant reforms or programs of one of the following progressive presidents:
 - Theodore Roosevelt (Square Deal)
 - Howard Taft
 - Woodrow Wilson (New Freedom)

(Note: More than one group may be assigned to a president.)
- Each group should create a chart that lists the most important reforms of the president they researched. Display charts around the room. Each group should share its research findings with the class.
- Ask students to assume one of the following roles and write a letter to one of the progressive presidents:
 - Progressive reformer
 - Railroad company owner
 - Partner of a corporate trust
 - Factory worker
 - Labor Union organizer

The letter can either be in support of or against the president’s actions in one specific area of reform or the letter can urge the president to do more to further a particular cause.

SOCIAL STUDIES EXIT PROJECT LESSON 16

AIM: HOW DID MUCKRAKERS DRAW ATTENTION TO THE PROBLEMS OF AMERICA’S INDUSTRIAL SOCIETY?

The Muckrakers

materials

- Excerpt from “The Jungle”
- Copies of a current newspaper

standards addressed

ELA: E1b: Read and comprehend at least four books on the same subject, or by the same author, or in the same genre.

Social Studies Standard 1-3: Study about the major social, political, economic, cultural and religious developments in New York State and United States history....

motivation

Discuss why people are interested in stories about social problems and corruption. Ask students to search a current newspaper to find articles that expose corruption or another social problem. Have students read the article and write in their journals why people would be interested in this type of story.

mini-lesson

- Discuss the meaning the term “muckraker.”
- Distribute the excerpt from *The Jungle* for students to read individually.
- Have students engage in a “Think-Pair-Share”:
 - Have students **Think**: What problems was this author trying to expose?
 - Have students **Pair** with another student to discuss: How do you think readers felt when they read these stories? What emotions do you think the author was trying to evoke from the reader? What reforms do you think came about as a result of these articles?
 - Have students **Share** the discussion that they had in the pair group with the whole class.
- Tell students that the work of the muckrakers did lead to reforms. Upton Sinclair’s expose of the meat-packing industry led to the passage of the Pure Food and Drug Act of 1906, which regulated the how foods and medicines could be made and sold.
- For additional reading, students can read books or articles written by other muckrakers of the day, for example:
 - Frank Norris, *The Octopus*
 - Ida Tarbell, *History of the Standard Oil Company*
 - Lincoln Steffens, *The Shame of the Cities*
 - Jacob Riis, *How the Other Half Lives*

THE JUNGLE (EXCERPT)

by Upton Sinclair (1906)

There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected and that was moldy and white- it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousand of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them and they would die, and then rats, bread, and meat would go into the hoppers together. . . the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit.

There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the wasted roots of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water-and cart load after cart load of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatin to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

Permission pending.

SOCIAL STUDIES EXIT PROJECT LESSON 17

AIM: WHAT LASTING IMPACT HAS THE PROGRESSIVE MOVEMENT HAD ON AMERICAN SOCIETY?

The Lasting Impact of the Progressive Movement

materials

- Reference materials, books or library access
- Activity Sheet U, “Progressive Movement Review Chart”

standards addressed

ELA: E3b: Participate in group meetings.

motivation

Have students write in journals about a historical event that they think still impacts on society today.

mini-lesson

- Begin by telling students that the Progressive Era came to an end when the United States entered World War I, but many of the reforms of the Progressive Era still have an impact on American life today. Tell the students that they will be examining which reforms have endured to make an impact today.
- Ask students to work in pairs to complete the chart below. They may use class notes and reference materials to complete the chart.
- Review chart with the entire class.

suggested technology connection

As a summary of the summer session, students can create a *PowerPoint* or *Apple Works/ClarisWorks* slide show that details the highlights of the Progressive Movement. Students can also use a word processing program to produce a paper on the most valuable lesson they learned (either personal or academic) during this session.

ACTIVITY SHEET U

Progressive Movement Review Chart

REFORM	DESCRIPTION	IMPACT TODAY
Sherman Antitrust Act 1890	Made it illegal for corporations to gain control of industries by forming trusts	Several large corporations have been sued under Anti-trust law, most recently Microsoft computer
Sixteenth Amendment		
Seventeenth Amendment		
Nineteenth Amendment		
Federal Reserve Act of 1913		
Direct Primary		
Referendum		
Recall		
Lochner v. New York		
Muller v. Oregon		
Formation of NAACP		
Formation of Anti-Defamation League		
Pure food and Drug Act		
Department of Labor		
National Park Service		

SOCIAL STUDIES EXIT PROJECT LESSON 18*

AIM: HOW DO WE EVALUATE PEER PRESENTATIONS?

Peer Assessment

materials

- Activity Sheet V, “Peer Assessment for Oral Presentation”
- Grade 8 Exit Project: Social Studies Rubrics (Appendices C, D, E)
- Grade 8 Exit Project: Social Studies Checklist (Appendix F)

standards addressed

motivation

Ask students to respond in writing to the following question: “How do you feel when you have to speak in front of a group?”

mini-lesson

- Divide the class in half. Ask half of the students to write down what they would like to learn from their peers’ oral presentations. Ask the other half of the class to write down how they would like their classmates to respond to their oral presentations.
- Ask student volunteers from each group to share their responses.
- Distribute the “Peer Assessment for Oral Presentation” and discuss each category with the class. (You may wish to take this opportunity to review the overall exit project rubric.)
- Have students review the oral presentations they have prepared to make sure that they have met each standard of the rubric.
- Ask students to complete the student checklist.

**(Note: Lessons 19 and 20 should be devoted to student presentations of their exit projects.)*

ACTIVITY SHEET V

Peer Assessment for Oral Presentation

Name: _____ Date: _____

Presenter's Name: _____

As you listen to today's oral presentation, keep in mind the criteria and record your reaction to each piece below.

	4	3	2	1
CRITERIA OF AN ORAL PRESENTATION	EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	SIGNIFICANTLY BELOW STANDARD
The presenter used graphics or other artwork.				
The presenter gave examples and definitions				
The presenter showed how she/he used books to support ideas				
The presenter was able to answer questions from the audience.				
The presentation was given in a logical way.				
The presenter's speech and grammar were understood.				
The presenter spoke for the correct amount of time.				
Other comments:				

Appendices

Lesson on Rubrics

materials

- Sample rubrics
- Sample student work
- Markers
- Chart paper
- A variety of chocolate-chip cookies

motivation

Distribute to each student a chocolate-chip cookie. Instruct students not to eat the cookie. Ask students work in groups of four to develop a set of criteria to determine which is the best cookie. Students should divide their criteria into categories and put it on a chart. Sample categories could include: appearance, quantity of chips, texture, and taste. Students should eat their cookies and then rate their cookies using the criteria they developed. Explain to students that the process they began was similar to the process of developing a rubric.

- Introduce the lesson by stating, “Today we will learn about using rubrics as instructional tools. We will learn about the different parts of a rubric and the different types of rubrics used.
“In addition, we will examine samples of student work and assess how a rubric can be used to scores them.
“Finally we will examine the rubric used to assess our exit projects.”
- Explain that a rubric:
 - Is a scoring tool that lists criteria for a piece of work.
 - Is a scale that defines and differentiates levels of performance.
 - Can be analytical or holistic
- Explain that we use rubrics because they:
 - Let students know what is expected.
 - Help students identify the attributes of exemplary work.
 - Help students monitor their own performance.
 - Help justify and validate grades.
- Explain the different components of a rubric:
 - Content (descriptions)
 - Structure (form)
- Distribute to groups of four students a sample of student work that has been scored and the rubric used to score the student’s work. (Block out all names of sample work)
(Note: Refer to the New York City English Language Arts Performance Standards for models of student work in each of the genres.)
- Ask students to examine the rubric.
- Ask students to answer the following questions:
 - What strengths did you see in the student’s work?
 - What areas in the student’s work could use improvement?
 - Select one criterion of the rubric and tell how this student met or did not meet this criterion, providing evidence to support your ideas.
- Have each group share some of their experience working with rubrics.

APPENDIX B

Grade 8 Exit Project Score Sheet

Name: _____ Class: _____

Topic: _____

Question: _____

	4	3	2	1
COMPONENT	EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	BELOW STANDARD
WRITTEN PIECE				
ORAL PRESENTATION				
GRAPHIC REPRESENTATION				

Teacher Comments:

Teacher: _____ Date: _____

APPENDIX C

Grade 8 Exit Project: Social Studies Written Component Rubric

4	3	2	1
EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	BELOW STANDARD
Follows assigned format.	Follows most of assigned format.	Has some components of assigned format.	Does not follow assigned format.
Carefully organized.	Good overall structure.	Satisfactorily organized.	Poorly organized.
Clearly displays student's personal understanding of historical impact. Supports opinions.	Shows some personal understanding of historical impact. Partially supports opinions.	Shows little understanding of historical impact. Supports few opinions.	Shows no understanding of historical impact. No evidence of support for opinions.
Demonstrates an excellent understanding of written English: grammar, spelling, punctuation and sentence structure.	Good understanding of written English, some grammatical errors.	Many grammatical errors.	Grammatical errors make it impossible to understand.
Uses multiple sources of information in developing an accurate written project. Annotated bibliography explains how sources were used.	Uses several sources of information in developing an accurate written project. Contains bibliography.	Uses few sources of information, ineffective use of research materials. No evidence of using sources listed.	Shows evidence of little or no research. No bibliography.
Displays evidence of mastering major issues.	Displays evidence of understanding major issues.	Displays little evidence of understanding major issues.	Displays no evidence of understanding major issues.

APPENDIX D

Grade 8 Exit Project: Social Studies Oral Component Rubric

4	3	2	1
EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	BELOW STANDARD
Follows assigned format.	Follows most of assigned format.	Has some components of assigned format.	Does not follow assigned format.
Effective use of graphic component.	Uses graphic component.	Has graphic, but makes little or no reference to it.	No graphic.
Displays mastery of English language (or native language) through clear communication of ideas. Very few grammatical errors.	Good understanding of English language (or native language) demonstrated through clear communication of ideas, some grammatical errors.	Ideas are somewhat unclear, many grammatical errors.	Ideas are vague and unclear, impossible to comprehend because of poor grammar and communication.
Presentation logically developed, with definitions and examples, accurate details.	Good presentation connecting ideas, several examples used, some inaccuracies.	Some ideas not well connected or developed, many inaccuracies.	Most ideas not connected or developed, details and facts completely inaccurate.
Fully engages the audience, excellent eye contact, explains presentation, does not read to audience.	Engages the audience most of the time, generally maintains eye contact, mostly explains.	Does not engage the audience most of the time, has poor eye contact, reads presentation.	Does not engage the audience at all, makes no eye contact with audience, reads presentation or fails to complete presentation.
Fully addresses major issues.	Somewhat addresses major issues.	Does not address some major issues	Fails to address any major issues.
Well developed sense of closure	Develops a sense of closure	Little sense of closure	No sense of closure

APPENDIX E

Grade 8 Exit Project: Social Studies Graphic Component Rubric

4	3	2	1
EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	BELOW STANDARD
Follows assigned format.	Follows most of assigned format.	Has some components of assigned format.	Does not follow assigned format.
Graphic representations are included that strongly support ideas/opinions.	Graphic representations are included that generally support ideas/opinions.	Some inaccuracies and irrelevant graphics used.	Extraneous and inaccurate graphics with little relevance; no graphics.
Shows much evidence of research and conclusions drawn.	Shows evidence of research and conclusions drawn.	Shows little or some evidence of research.	Shows little or no evidence of research.
Reflects a deep understanding of the topic; essential questions/ideas are clearly addressed.	Reflects an understanding of the topic; essential questions/ideas are slightly vague.	Reflects a beginning understanding of the topic, essential questions are unclear.	Shows no understanding of the topic; no attempt to answer essential questions.
Graphics are organized and shown in a logical, sequential manner.	Display is mostly organized in logical ways.	Display is somewhat organized.	Graphics poorly organized and difficult to understand.
Graphics are effectively used in oral presentation.	Graphics are used in oral presentation.	Little use of graphics in oral presentation.	Graphics are not used in oral presentation.

Grade 8 Exit Project: Social Studies Checklist

wondering & planning

Did you:

- Choose a topic or problem that interests you?
- Identify the questions that need to be answered?
- Identify information sources?
- Identify your audience?
- Decide on when and how you could expect to present your findings?

seeking & choosing information

Did you:

- Explore different sources of information (e.g., community, Internet, library)?
- Locate information in a variety of formats (e.g., books, newspaper, databases)?
- Assess the information? Was it relevant, current, free of bias, from a reliable source?
- Keep clear notes of your information search results and sources?
- Comply with copyright restrictions?

connecting & organizing the information

Did you:

- Review the topic, problem, question to see ensure you are on the right track?
- Connect the information in a new, logical manner?
- Summarize the information in your product in your own way?

producing new information

Did you:

- Finish your product?
- Return to polish your product after leaving it for a while?
- Edit and revise as necessary?
- Prepare your product for a particular audience?
- Present your product?
- Acknowledge your sources?

judging

Did you:

- Evaluate at frequent intervals while you were researching and preparing your product?
- Look back on the research process and think about what worked and what didn't?
- Gather feedback from others?

Social Studies Project Task Outline

Topic:

research or i-search question

written presentation

oral presentation

graphic presentation

Suggested Social Studies Project Tasks

Topic: The Women’s Suffrage Movement

research or i-search question

In 1920, the Congress passed Nineteenth Amendment, giving women the right to vote. Why was it important for women to gain this right? How did women fight to obtain the right to vote?

written presentation

Possibilities for this component of the task include:

- Two opposing editorials for a local newspaper addressing the issue of women’s suffrage. One editorial would be in favor of women’s suffrage and the other would be written from an opposing viewpoint.
- An imaginary conversation between Fredrick Douglas and Susan B. Anthony in which they each discuss the struggle to gain rights for their respective groups.
- An analytical essay that compares the Declaration of Independence and the Declaration of Independence for Women and discusses how the women used the relationship between documents to draw attention to their cause.

oral presentation

Students may deliver a speech at the Seneca Falls Convention during which they explain how women have been treated as second-class citizens in this country and why obtaining the vote would be an important step to gaining equality for women.

graphic presentation

Possibilities for this component of the task include:

- A poster or banner advocating women’s right to vote.
- A timeline detailing some of the important events leading up to the passage of the Nineteenth Amendment.
- A political cartoon about the women’s suffrage movement.

Suggested Social Studies Project Tasks

Topic: The Progressive Movement

research or i-search question

Why were the writers known as muckrakers so important in our history?

written presentation

Possibilities for this component of the task include:

- Written testimony to be delivered before a Congressional subcommittee investigating the meat-packing industry in 1910.
- A week-long diary in which a 12-year-old who works in a textile factory describes his or her day, job, boss, food, clothes, play and general routines.
- Imaginary conversation between Upton Sinclair and Lincoln Steffans.

oral presentation

Students may pretend to be news reporter telling a radio audience about the Triangle Shirtwaist fire.

graphic presentation

Possibilities for this component of the task include:

- A poster illustrating the evils of child labor.
- A political cartoon about the meat-packing industry.
- A bulletin board display on “Muckrakers of Today.”

Suggested Social Studies Project Tasks

Topic: Settlement Houses

research or i-search question

How did settlement houses help the new immigrants and their communities?

written presentation

Possibilities for this component of the task include:

- A report researching the role of Lillian Wald in starting the Henry Street Settlement House in New York City and contrasting current programs at Henry Street with those early in the century.
- A report comparing and contrasting the role of the Urban League with that of the settlement houses.
- A research report on the “success stories” (i.e., “graduates” of settlement houses who became famous).

oral presentation

Students may deliver a speech as Jane Addams, in which they seek to inspire other people to help establish settlement houses.

graphic presentation

Students may design an advertisement for Henry Street that describes the activities and benefits of joining.

Suggested Social Studies Project Tasks

Topic: The Prohibition Movement

research or i-search question

To what extent did the Temperance/Prohibition movement succeed?

written presentation

Possibilities for this component of the task include:

- A research paper comparing and contrasting 19th-century substance abuse problems and solutions with those of today.
- A description of the life, beliefs, and actions of Carrie Nation.
- A poem or song that discourages alcohol/drug abuse.
- An explanation of why the Prohibition Amendment failed.

oral presentation

Possibilities for this component of the task include:

- A speech entitled “Alcohol and Other Drugs Are Humanity’s Most Ancient and Accursed Enemy.”
- A speech in which students take the role of an anti-prohibitionist.

graphic presentation

Possibilities for this component of the task include:

- A graph demonstrating statistics related to alcohol-caused accidents, murders, and other violence.
- A “button” supporting temperance.
- A political cartoon supporting the Prohibition amendment.

Suggested Social Studies Project Tasks

Topic: The Progressive Presidents

research or i-search question

How did the federal government become increasingly involved in the reform movement?

written presentation

Possibilities for this component of the task include:

- A report on President Theodore Roosevelt as a “Trust-Buster” and Square Deal proponent, showing how he pushed for laws that would protect health and environment.
- A report on Woodrow Wilson and his New Freedom policy.

oral presentation

Students can pretend they are President Theodore Roosevelt giving a speech today explaining how he feels about exploitation of previously protected natural resources and areas.

graphic presentation

Possibilities for this component of the task include:

- A poster supporting the wise use of our natural resources, forests, clean air, etc.
- A chart illustrating the measures taken by the government (from the Progressive Era to the present) to protect health and environment.
- A timeline illustrating the passage of economic reform measures.
- A cartoon of President Theodore Roosevelt as a “Trust-Buster.”

A Guide for Online Research

Teachers are accustomed to working with textbooks that come with manuals. Unfortunately, the use of the Internet does not come with such a manual. Educators are on their own when it comes to using this magnificent educational tool. Quite often, the experience of going online can be overwhelming and frustrating, leading teachers and students to waste valuable time by coming up empty handed, garnering too much information, or wasting ink and paper printing out useless items.

Before your students use the Internet this summer, it is important for you and your class to review the Board of Education's Acceptable Use Policy. This policy can be found by typing the following URL into your browser:

<http://www.nycenet.edu/internet>

The following guidelines can help teachers and students conduct more successful online searches for information. A caveat to educators:

THE BEST WEBSITES FOR STUDENTS TO USE IN THE CLASSROOM ARE SITES THAT YOU HAVE PREVIEWED!

a. review

Just as you review text books for your class, you should take the time to visit and review the sites you want your students to research and to make sure that each site:

- Contains accurate and timely information.
- Focuses or contains the information needed.
- Is at the appropriate reading level for your students.
- Contains high quality graphics.
- Is still active.

Then make this list of reviewed sites available to your students.

b. decide

Students should have structured questions that help them decide immediately if the site is worthwhile. A simple rubric will help them focus and filter through the overwhelming amount of information found on some website articles. Possible focus questions should include:

- What is the main idea of this site?
- Is this important to my topic?
- What specific information do I need from this site?
- What information on this site connects to what I already know?
- What information on this site is new to me?

APPENDIX I (CONTINUED)

c. organize

Not only is it good educational practice to have your students take notes and organize but this is also a necessary New York City Performance Standard.² A graphic organizer or an outline is a simple note-taking tool that your students can create and customize for each topic. From each site, the students should consider:

- Does this site contain information I can take notes on?
- What is (are) the main idea(s)?
- What are the supporting facts?

d. apply

Research is meaningless to students unless there is a plan or an opportunity to apply it. The students have to analyze and interpret this new information to transform it into a product³ that will demonstrate their understanding. Some products may include a:

- PowerPoint (or other) presentation
- Newsletter
- Video
- Web Page

SEARCHING THE INTERNET: SEARCH ENGINES

There are lots of search engines on the Internet. Below you will find a list of thirteen of the most comprehensive sites, with their URLs.

Google:	http://www.google.com
Excite:	http://www.excite.com
Ask Jeeves for Kids:	http://www.ajkids.com
KidsClick:	http://sunsite.berkeley.edu/KidsClick!/ /
Magellan:	http://magellan.excite.com
MathSearch:	http://www.maths.usyd.edu.au/MathSearch.html
Yahooligans:	http://www.yahooligans.com
Lycos:	http://www.lycos.com
Infoseek:	http://www.infoseek.com
ScrubTheWeb:	http://scrubtheweb.com
Dogpile:	http://www.dogpile.com
Metacrawler:	http://www.metacrawler.com
Searchopolis:	http://www.searchopolis.com

² English Language Arts E3c – The student prepares and delivers an individual presentation in which the student develops several main points relating to a simple thesis and uses notes or other memory aids to structure the presentation.

³ English Language Arts E1c – The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

1. Restates or summarizes information;
2. Relates new information to prior knowledge and experience;
3. Extends ideas;
4. Makes connections to related topics.

APPENDIX I (CONTINUED)

THE ART AND SCIENCE OF INTERNET SEARCHING: ONLINE TUTORIALS

Try visiting these sites to learn more about becoming a proficient Internet researcher!

The Spider's Apprentice: <http://www.monash.com/spidap3.html>

UC Berkeley's Library Web Tutorials – Search Strategies:

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Strategies.html>

SUGGESTED INTERNET SEARCH STRATEGIES

Since there is so much material on the Internet, it is important to know how to limit searches for only the materials that are relevant. This can be a difficult chore, so below you will find a list of five techniques that can help you to accomplish this goal. Keep in mind that your results will vary as different search engines may not allow you to use some of these Boolean operators or characters to refine your search.

the + sign: includes words

Use the plus sign before terms to make sure that each is included in your search. For example let's say I wanted to do a search for NASA and the Voyager spacecraft. I type into my favorite search engine +Voyager +NASA to tell the search engine that I want both of these terms included in the websites it finds for me.

the - sign: excludes words

Use the minus sign before terms to exclude words from your search. For example, let's say I want to find out about NASA's Voyager spacecraft but did not want hits about Star Trek: Voyager. I would type into my favorite search engine +Voyager +NASA – Star Trek. This should narrow the type and number of hits significantly.

the * sign: the wildcard

Use the asterisk to indicate a "wildcard" search. The wildcard search is useful for including variations on a word. Let's say that you are looking for the term "stars." By typing star* in your search engine, you get websites that use the singular term "star" and also those that use the plural term "stars."

the " ": phrase searches

Use the quotation marks to search for phrases. For example, try a search for paper moon and then try one for "paper moon." Take a look at the differences!

the link command: getting all of the information

You've located an excellent page that helps you immensely with your work on the history of chewing gum. Its URL is <http://www.chewinggum.com>. You were so impressed with the page that you want to find out if there's anything that could be better. A great way to do this is to type the following into your favorite search engine; link: <http://www.chewinggum.com> DO NOT SKIP SPACES. This type of search will give you all of the links to the chewinggum.com page. Try it with a website that you've found.

APPENDIX I (CONTINUED)

CITING EMAIL AND WEBSITES

It is important to remember that taking information from email communications or websites is no different than taking information from a book. You must always give credit to the source of the information that you're using!

citing email communications

Citing email communications should be done according to APA format:

Name of person sending email (personal communication, April 5, 1999).

Example:

Thomas Guarino (personal communication, April 5, 1999).

citing websites

To cite an entire Website (but not a specific document on the site), simply give the name of the article/image and the website's URL. For example: "Lincoln's Deathbed Confession." (<http://www.historyplace.net>)

GATHERING IMAGES FROM THE INTERNET

The Internet is a great source for images. It is quite simple to take an image from a site to use in your lessons. (Remember: Please give credit to the source of the image.)

steps for windows users using internet explorer

1. Find an image that interests you.
2. Right click on the image. This brings up a dialog box that includes the choice, "Save Picture As."
3. Left click on "Save Picture As."
4. Give the image a name
5. Save the image to your "My Documents" folder (or elsewhere).
6. Click "Save."

steps for macintosh users using internet explorer

1. Find an image that interests you.
2. Click on the image and hold the mouse down.
3. Click on the "Download Image to Disk" command.
4. Name the image.
5. Save the image to the hard drive or a disk.

steps for macintosh users using netscape

1. Find an image that interests you.
2. Click on the image and hold the mouse button down.
3. Click on the "Save This Image As" command.
4. Name the image.
5. Save the image to the hard drive or a disk.

APPENDIX I (CONTINUED)

EVALUATING WEBSITES

Below you will find a template that can help your class evaluate websites this summer.

Name: _____ Date: _____

Either with your group or on your own, use these questions to help you decide whether or not the website is worthwhile using for your online research.

What is the name of the website?
What is the web address (URL)? http:// http:// http://
What is the main idea of this site?
What specific information do I need from this site?
What information on this site is new to me?
What information on this site connects to what I already know?

APPENDIX J

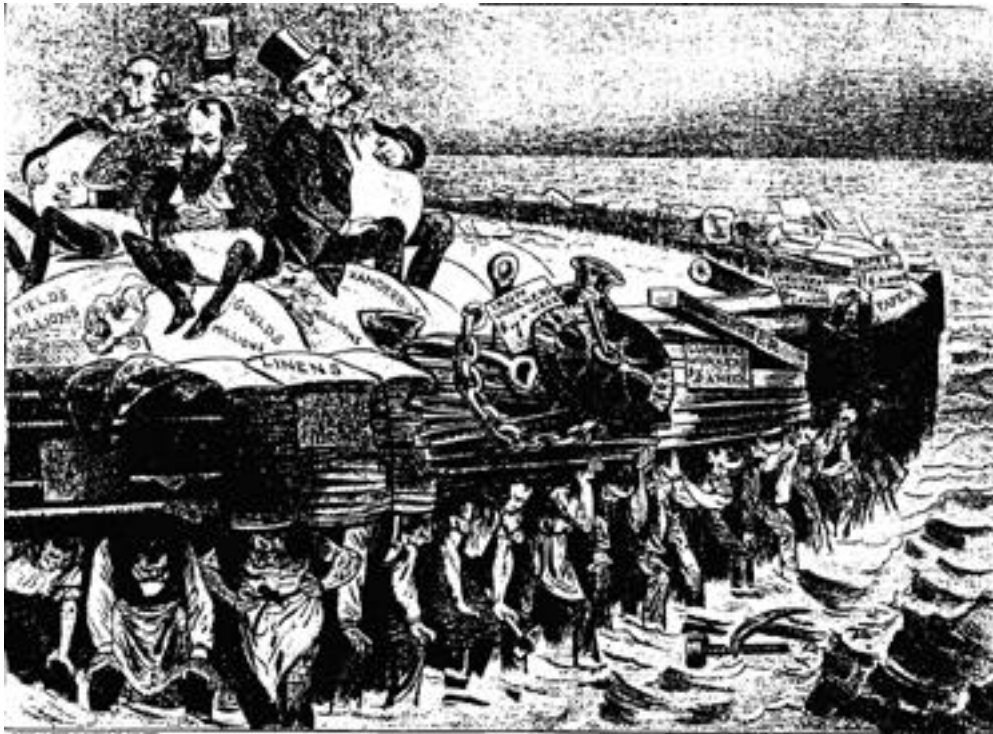
Assessment 1

directions

Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. Mark your answer on the separate answer sheet by filling in the circle that has the same letter as the answer you have chosen. Use a pencil to mark your answer sheet.

1. Which of the following was a major cause of the progressive movement?
 - a. The lack of available factory jobs in the cities
 - b. The increase of births in America's rural areas
 - c. A decrease in America's voting population
 - d. The spread of poverty and dangerous living conditions in cities
2. Which individual's work led to Progressive reform to regulate the meat-packing industry?
 - a. W.E.B. Dubois
 - b. Nellie Bly
 - c. Upton Sinclair
 - d. Susan B. Anthony
3. Which practice is credited with raising prices and limiting competition?
 - a. Practicing patronage
 - b. Establishing a trust
 - c. Forming a labor union
 - d. Lobbying the government
4. Which of the following is a primary source document?
 - a. An article written by an eyewitness
 - b. A textbook
 - c. An encyclopedia entry
 - d. A research report
5. Which organization is credited with fighting racial segregation?
 - a. The National Association for the Advancement of Colored People
 - b. The National American Women's Suffrage Association
 - c. The Temperance Union
 - d. The American Red Cross
6. The Prohibition Amendment to the Constitution
 - a. Gave women the right to vote
 - b. Freed America's slaves
 - c. Made the manufacturing and sale of alcohol illegal
 - d. Guarantees the right to freedom of speech

Base your answers to question 7 on the cartoon below and on your knowledge of social studies.



Permission pending.

7. What is the main idea of this cartoon?

- America's labor force was the strongest in the world in the 19th century.
- America's labor force was constantly exploited by big business.
- Most American laborers were highly skilled in the late 19th century.
- Hard work by the 19th century laborer was sure to lead to greatly increased leisure time.

Base your answers to questions 8, 9 and 10 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "I believe that there is absolutely nothing wrong with a political system that helps those who show some support to their local politicians. We give them jobs and food, and they give us the votes we need. What could be better?"

Speaker B: "There is no running water inside, little fresh air, and the threat of disease everywhere. Many families are often forced to live in one room."

Speaker C: "We must do what we can to help the urban poor. It is our Christian duty to make changes in the areas of society that are in need."

Speaker D: "Every little trouble-maker with a pen is writing these negative articles about big business. Large businesses create jobs for workers. We also produce goods more efficiently that makes them cheaper for the consumer."

8. Which speaker is most likely to be in favor of the formation of a trust?
- Speaker A
 - Speaker B
 - Speaker C
 - Speaker D
9. Speaker B is most likely referring to:
- Life as a soldier
 - Conditions in a tenement
 - Housing on a modern farm
 - Problems of the upper classes
10. Which speakers would most likely oppose the efforts of muckrakers?
- Speakers A and B
 - Speakers B and D
 - Speakers A and D
 - Speakers B and C

APPENDIX K

Assessment 2

PART 1: MULTIPLE CHOICE

directions

Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. Mark your answer on the separate answer sheet by filling in the circle that has the same letter as the answer you have chosen. Use pencil to mark your answer sheet.

1. A monopoly is:
 - a. A business owned by only one person.
 - b. An industry controlled by one corporation.
 - c. A country controlled by one person.
 - d. A religion with only one God.
2. What was true about political bosses in the late 19th century?
 - a. They attempted to guarantee elections for the ruling party.
 - b. They were often members of the liberal party.
 - c. They were more of a factor in smaller cities.
 - d. They fought for women's equality.
3. The blacklist was:
 - a. A list of workers who were considered troublemakers and denied jobs by other employers.
 - b. A list of companies that had poor environmental records.
 - c. A list of companies reporting profits over the course of a year.
 - d. A list of workers who didn't pay their union dues and were denied union membership.
4. The United Mine Workers, the Knights of Labor, and the American Federation of Labor were all:
 - a. Large corporations
 - b. Government agencies
 - c. Union organizations
 - d. Military departments
5. What was a muckraker?
 - a. A person who cleaned city streets
 - b. A person who exposed corruption
 - c. A person who cleaned industrial equipment
 - d. A person who worked for a political machine
6. W. E. B. DuBois and Ida B. Wells were both:
 - a. Presidents of the United States
 - b. Owners of very large corporations
 - c. Union organizers
 - d. Civil rights leaders

7. Theodore Roosevelt was a President who:
 - a. Fought monopolies and conserved forest land.
 - b. Led the movement against Communism in America.
 - c. Helped bring the nation out of a depression.
 - d. Wrote articles against American imperialism.
8. Why was the Federal Reserve created?
 - a. To regulate the country's money supply
 - b. To collect and store the nation's oil
 - c. To serve as a new homeland for Native Americans
 - d. To prepare soldiers during peacetime
9. Which president was responsible for creating the Square Deal?
 - a. Woodrow Wilson
 - b. Howard Taft
 - c. James Madison
 - d. Theodore Roosevelt
10. What was the main goal of progressive reforms of the government?
 - a. To give voters more control over their government
 - b. To regulate the amount of interstate travel
 - c. To provide free housing to homeless citizens
 - d. To raise the legal drinking age

PART 2: DOCUMENT-BASED SHORT-ANSWER QUESTION

This document-based question, which consists of two parts, is based on the accompanying documents. Some of the documents have been edited for the purpose of the question. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the context of each document and any point of view that may be presented in the document.

historical context

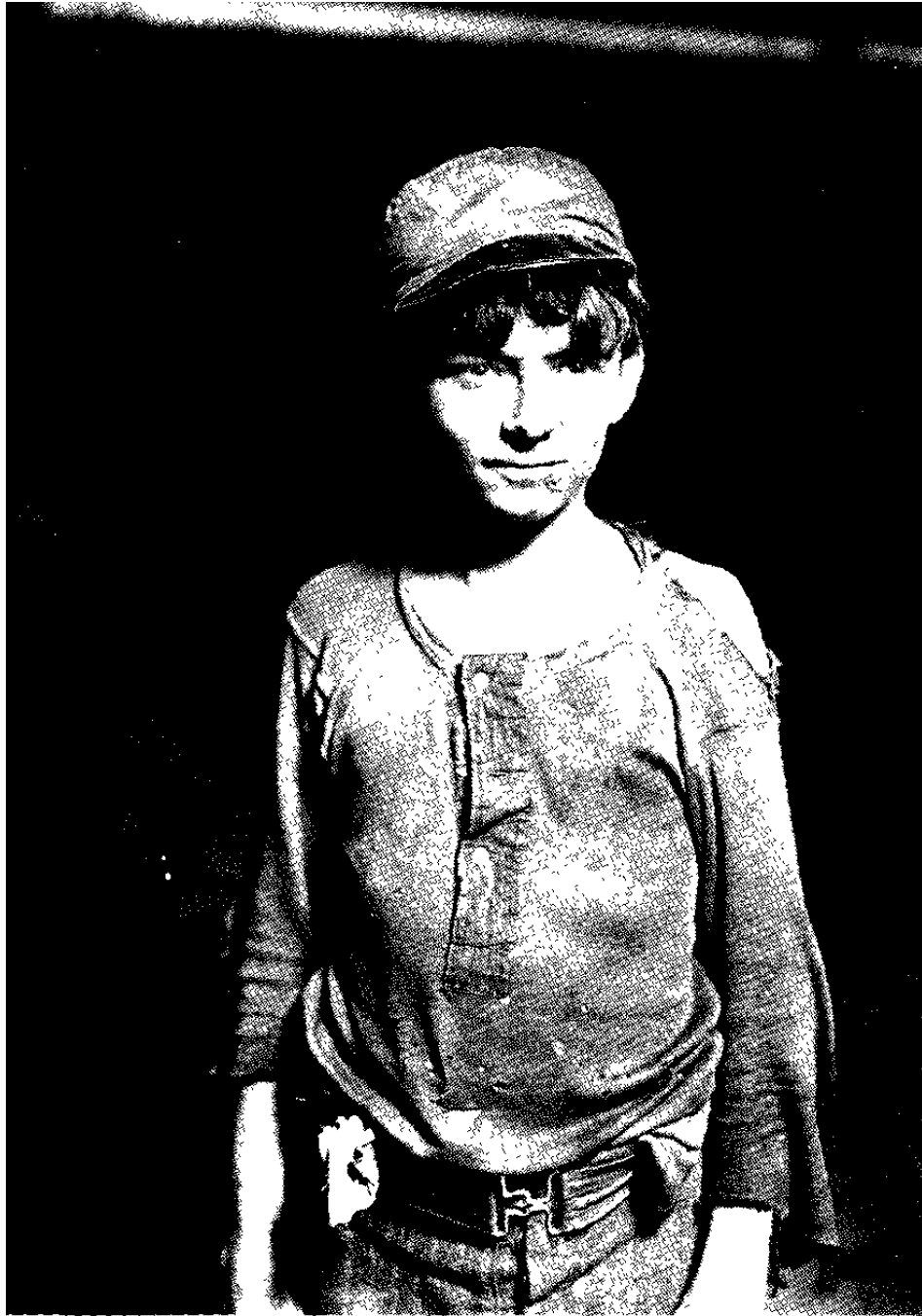
In the late 1800s, American cities faced a great deal of problems caused by the rapid industrial growth and movement of people to the cities. Some people responded to these problems by fighting for reforms. The reformers of the Progressive Era used various methods to make change in our society.

directions

Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part 2. Your answers to the questions will help you write the essay in Part 3.

DOCUMENT 1

A Child at Work, 1908



Permission pending.

1. Based on this photograph, what hardships did child laborers face?

The Bitter Cry of the Children, 1906 (excerpt)

I shall never forget my first visit to a glass factory at night... the boys employed, about forty in number, at least ten of whom were less than twelve years or age. It was a cheap bottle factory, and the proportion of boys to men was larger than is usual in the higher grades of manufacture. The hours of labor for the “night shift” were from 5:30 PM to 3:30 AM... Then began the work of the “carry-in boys,” sometimes called “carrier pigeons” [who] took the red-hot bottles from the benches, three or four at a time, upon big asbestos shovels to the annealing oven... The work of these “carrying-in boys,” several of whom were less than twelve years old, was by far the hardest of all. They were kept on a slow run all the time from the benches to the annealing oven... [whose distance] was one hundred feet, and the boys made seventy-two trips per hour, making the distance traveled in eight hours nearly twenty-two miles. Over half of this distance the boys were carrying their hot loads to the oven. The pay of these boys varies from sixty cents to a dollar for eight hours’ work.

Permission pending.

2. According to the document, what were working conditions like for children in the factory?

DOCUMENT 3

A Sweltering Night in New York — Tenement House Sufferers, 1888



Permission pending.

3. Based on this painting, state two reasons why life in tenements was unhealthy.

Women in the Knights of Labor

...The Knights began as a secret organization. This came about because employers had grown more and more hostile to the idea of workers' organizing. Employers hired spies to report on union meetings. They threatened workers who wanted to join and fired and blacklisted those who did....

By 1881, the Knights had become powerful enough that they could come out in the open. With the rallying cry "An Injury to One Is an Injury to All," the Knights of Labor reached out to all workers, regardless of background or level of skill. It became the first national labor organization to admit women and African Americans. The Knights' platform called for an eight-hour workday, health and safety measures in the workplace, and an end to child and convict labor. They also demanded equal pay for women and men....

Women in the U.S. Work Force: 1876-1914. Globe Book Company. Permission pending.

4. According to this document, what were the dangers of joining a labor union?

Pioneer Legislation in Illinois

The visits we made in the neighborhood constantly discovered women sewing upon sweatshop work, and often they were assisted by incredibly small children. I remember a little girl of four who pulled out basting threads hour after hour...But even for that there was no legal [help] for the only child labor law in Illinois, with any provision for enforcement, had been secured by the coal-miner's unions, and was confined to children employed in mines....

As a result of its investigations, this committee recommended to the Legislature the provisions which afterwards became those of the first factory law of Illinois, regulating the sanitary conditions of the sweatshop and fixing fourteen as the age at which a child might be employed. Before the passage of the law could be secured, it was necessary to appeal to all elements of the community, and a little group of us addressed the open meetings of trade unions and of benefit societies, church organizations, and social clubs literally every evening for three months....

Jane Addams, *Twenty Years at Hull House* (New York: Macmillan Co., 1910). Permission pending.

5. According to this document, how was the first factory law of Illinois passed?

PART 3: DOCUMENT-BASED ESSAY QUESTION

directions

Using evidence from the documents, your answers to the questions in Part A, and your knowledge of social studies, write a well organized essay that an essay in which you:

- Identify and discuss two problems of the Progressive Era.
- Describe two ways that reformers tried to address these problems.
- Explain how the impact of these reforms on American society.

Be sure to:

- Include specific historical details, related outside information, and additional information from your knowledge of social studies.
- Include an introduction, several paragraphs, and a conclusion
- Use black or dark ink to write your essay.

APPENDIX L

**New York State Core Curriculum
Social Studies**

(UNITS 6-10)

NOTES

NOTES

NOTES

NOTES

notes

NOTES

NOTES
