

Historical Literacy Project Model Unit Gallery Template

Unit Title: The Progressive Era

Designed by: Tom Baker, Chris Lohman, Jane Parker, Lisa Prueter

District: Appoquinimink

Content Area: History

Grade Level(s): High School

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History Standard One 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Big Idea(s)

Change over time
Continuity over time

Unit Enduring Understanding(s)

Students will understand that historians must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources that are available at the time.

Unit Essential Questions(s)

To what extent can we learn from studying historical responses to societal problems?

Knowledge and Skills

Students will know...

- Societal problems created by industrialization, urbanization, and immigration
- How reformers attempted to address these problems

Students will be able to...

- Analyze primary documents
- Research a reform movement of the Progressive Era
- Present their research in a magazine format
- Identify ways in which Progressive ideals influence national policy makers in the early 20th century and today.

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Performance Task

Essential Question Addressed

To what extent can we learn from studying historical responses to societal problems?

Prior Knowledge

Now that you have learned about the problems facing American society around the turn of the 20th century, you will investigate how specific reformers addressed these issues.

Scenario

You are a reporter covering a specific social problem and the reformers who tried to solve it.

Requirements

You will interpret and present the information you uncover in the form of a magazine. The magazine must be completed using Microsoft Publisher. The finished product will include the following components:

1. A cover Page that appropriately reflects the time period
2. A feature article (2-4 pages typed) that must address the history of the movement, key people/groups/organizations involved, significant events, and any resolution (if applicable). This feature requires a minimum of three sources. Your article should emphasize change or continuity over time.
3. At least one political cartoon that appropriately reflects the time period and the reform movement with a one-paragraph explanation of its meaning and relevance. The cartoon may be student generated, or you may select one from your research (be sure to cite properly!).
4. A 10-event timeline of the reform movement. The timeline should clearly address change over time.
5. At least one student-created advertisement that appropriately reflects the time period
6. A reflection from each member of the group on your personal experience with this project.

Progressive Reform Project Rubric

Name(s) _____ **Topic** _____

COVER PAGE (15)	
CONTENT(50) -research apparent -knowledge of content apparent	

-History covered -Key people, groups, organizations include -Appropriate significant events -Modern day examples included -Demonstrates change and/continuity over time	
POLITICAL CARTOON (15) -Adequately reflects the time period -Sufficiently reflects the reform movement -Paragraph explanation included	
TIMELINE(15) -10 timeline events included that reflect the movement -addresses change over time	
ADVERTISEMENT(15) -reflects the time period	
CONVENTION (20) - (3)required amount of sources - (1) hotlist source -correct citations -grammar -clear organized ideals	
TOTAL (130)	

STUDENT REFLECTION(S)

Student #1 (15points for each)	
Student #2 (15points for each)	
Student #3 (15points for each)	
Total	

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson 1

"We've Got Problems..."

Lesson Description: Students will identify some of the major problems facing American society at the turn of the twentieth century.

Time Required: Two 90-minute blocks

Procedure

Warm Up: Introduce students to the graphic organizer Progressive Reforms as an Umbrella. Have students review social problems from previous units on Immigration and Industrialism. Add these problems to the graphic organizer as raindrops. Have students discuss the “progress” that is needed to alleviate these problems.

Primary Document Analysis:

1. As a whole class, watch clip of “Ya Got Trouble” from *The Music Man*.

http://www.youtube.com/watch?v=LI_Oe-jtgdI

Students follow along with printed lyrics. Discuss the following questions: What problems does this song identify? If this song were written today, what problems might it identify instead of pool?

- Ya Got Trouble Lyrics

Harold:

Well, either you're closing your eyes
To a situation you do now wish to acknowledge
Or you are not aware of the caliber of disaster indicated
By the presence of a pool table in your community.
Ya got trouble, my friend, right here,
I say, trouble right here in River City.
Why sure I'm a billiard player,
Certainly mighty proud I say
I'm always mighty proud to say it.
I consider that the hours I spend
With a cue in my hand are golden.
Help you cultivate horse sense
And a cool head and a keen eye.
Never take and try to give
An iron-clad leave to yourself
From a three-reail billiard shot?
But just as I say,
It takes judgment, brains, and maturity to score
In a balkline game,
I say that any boob kin take
And shove a ball in a pocket.
And they call that sloth.

The first big step on the road
To the depths of deg-ra-Day--
I say, first, medicinal wine from a teaspoon,
Then beer from a bottle.
An' the next thing ya know,
Your son is playin' for money
In a pinch-back suit.
And list'nin to some big out-a-town Jasper
Hearin' him tell about horse-race gamblin'.
Not a wholesome trottin' race, no!
But a race where they set down right on the horse!
Like to see some stuck-up jockey'boy
Sittin' on Dan Patch? Make your blood boil?
Well, I should say.
Friends, lemme tell you what I mean.
Ya got one, two, three, four, five, six pockets in a table.
Pockets that mark the diff'rence
Between a gentlemen and a bum,
With a capital "B,"
And that rhymes with "P" and that stands for pool!
And all week long your River City
Youth'll be frittern away,
I say your young men'll be frittern!
Frittern away their noontime, suppertime, choretime too!
Get the ball in the pocket,
Never mind gittin' Dandelions pulled
Or the screen door patched or the beefsteak pounded.
Never mind pumpin' any water
'Til your parents are caught with the Cistern empty
On a Saturday night and that's trouble,
Oh, yes we got lots and lots a' trouble.
I'm thinkin' of the kids in the knickerbockers,
Shirt-tail young ones, peekin' in the pool
Hall window after school, look, folks!
Right here in River City.
Trouble with a capital "T"
And that rhymes with "P" and that stands for pool!
Now, I know all you folks are the right kinda parents.
I'm gonna be perfectly frank.
Would ya like to know what kinda conversation goes
On while they're loafin' around that Hall?
They're tryin' out Bevo, tryin' out cubebs,
Tryin' out Tailor Mades like Cigarette Fiends!
And braggin' all about
How they're gonna cover up a tell-tale breath with Sen-Sen.
One fine night, they leave the pool hall,
Headin' for the dance at the Arm'ry!
Libertine men and Scarlet women!
And Rag-time, shameless music
That'll grab your son and your daughter
With the arms of a jungle animal instink!
Mass-staria!
Friends, the idle brain is the devil's playground!

People:

Trouble, oh we got trouble,
Right here in River City!
With a capital "T"
That rhymes with "P"
And that stands for Pool,
That stands for pool.
We've surely got trouble!
Right here in River City,
Right here!
Gotta figger out a way
To keep the young ones moral after school!
Trouble, trouble, trouble, trouble, trouble...

Harold:

Mothers of River City!
Heed the warning before it's too late!
Watch for the tell-tale sign of corruption!
The moment your son leaves the house,
Does he rebuckle his knickerbockers below the knee?
Is there a nicotine stain on his index finger?
A dime novel hidden in the corn crib?
Is he starting to memorize jokes from Capt.
Billy's Whiz Bang?
Are certain words creeping into his conversation?
Words like 'swell?'"
And 'so's your old man?'"
Well, if so my friends,
Ya got trouble,
Right here in River city!
With a capital "T"
And that rhymes with "P"
And that stands for Pool.
We've surely got trouble!
Right here in River City!
Remember the Maine, Plymouth Rock and the Golden Rule!
Oh, we've got trouble.
We're in terrible, terrible trouble.
That game with the fifteen numbered balls is a devil's tool!
Oh yes we got trouble, trouble, trouble!
With a "T"! Gotta rhyme it with "P"!
And that stands for Pool!!!

<http://www.stlyrics.com/lyrics/themusicman/yagotttrouble.htm>

2. In mixed ability pairs, have students examine primary documents from the Progressive Era: . Answer the following questions: What mood do the documents evoke? What problems do the documents address? When these documents were produced, many people were working to find solutions to the problems of society.

What solutions might have been proposed to address the problems you listed? Share answers.

3. Check for Understanding:

Why did the industrialization of the United States create social problems? Use at least one specific historical example in your answer.

Rubric:

2 – Response includes a valid reason and an accurate, relevant example.

1 – Response includes a valid reason with an inaccurate, irrelevant, or no example.

Document A: Young Textile Worker



The overseer said apologetically, "She just happened in." She was working steadily. The mills seem full of youngsters who "just happened in" or "are helping sister." Newberry, S.C.

Child Labor in America 1908-1912

Photographs of Lewis W. Hine

<http://www.historyplace.com/unitedstates/childlabor/>

Document B: Women's Factory Work

Lemlich, executive board member of Local 25, sparked the 1909 walkout of shirtwaist makers with her call for a strike. This piece was first published in the *New York Evening Journal*, November 28, 1909.

Life in the Shop

by Clara Lemlich

First let me tell you something about the way we work and what we are paid. There are two kinds of work—regular, that is salary work, and piecework. The regular work pays about \$6 a week and the girls have to be at their machines at 7 o'clock in the morning and they stay at them until 8 o'clock at night, with just one-half hour for lunch in that time.

The shops. Well, there is just one row of machines that the daylight ever gets to—that is the front row, nearest the window. The girls at all the other rows of machines back in the shops have to work by gaslight, by day as well as by night. Oh, yes, the shops keep the work going at night, too.

The bosses in the shops are hardly what you would call educated men, and the girls to them are part of the machines they are running. They yell at the girls and they "call them down" even worse than I imagine the Negro slaves were in the South.

There are no dressing rooms for the girls in the shops. They have to hang up their hats and coats—such as they are—on hooks along the walls. Sometimes a girl has a new hat. It never is much to look at because it never costs more than 50 cents, that means that we have gone for weeks on two-cent lunches—dry cake and nothing else.

The shops are unsanitary—that's the word that is generally used, but there ought to be a worse one used. Whenever we tear or damage any of the goods we sew on, or whenever it is found damaged after we are through with it, whether we have done it or not, we are charged for the piece and sometimes for a whole yard of the material.

At the beginning of every slow season, \$2 is deducted from our salaries. We have never been able to find out what this is for.

Leon Stein, ed., *Out of the Sweatshop: The Struggle for Industrial Democracy* (New York: Quadrangle/New Times Book Company, 1977)

http://www.ilr.cornell.edu/trianglefire/texts/stein_ootss/ootss_cl.html

Document C: VOTES FOR WOMEN!

THE WOMAN'S REASON

BECAUSE women must obey the laws just as men do,
They should vote equally with men.

BECAUSE women pay taxes just as men do, thus supporting the government,
They should vote equally with men.

BECAUSE women suffer from bad government just as men do,
They should vote equally with men.

BECAUSE mothers want to make their children's surrounding better,
They should vote equally with men.

BECAUSE over 8,000,000 women in the United States are wage workers and their health and that of our future citizens are often endangered by evil working conditions that can only be remedied by legislation,
They should vote equally with men.

BECAUSE women of leisure who attempt to serve the public welfare should be able to support their advice by their votes,
They should vote equally with men.

BECAUSE busy housemothers and professional women cannot give such public service, and can only serve the state by the same means used by the busy man – namely, by casting a ballot,
They should vote equally with men.

BECAUSE women need to be trained to a higher sense of social and civic responsibility, and such sense develops by use,
They should vote equally with men.

BECAUSE women are consumers, and consumers need fuller representation in politics,
They should vote equally with men.

BECAUSE women are citizens of a government of the people, by the people and for the people and women are people.
They should vote equally with men.

EQUAL SUFFRAGE FOR MEN AND WOMEN.
WOMEN Need It.
MEN Need It.
The STATE Needs It.

B E C A U S E
Women Ought To GIVE Their Help.
Men Ought To HAVE Their Help.
The State Ought To USE Their Help

W O M A N S U F F R A G E P A R T Y O F T H E C I T Y O F N E W Y O R K
Headquarters : 30 East 34th Street, Southwest cor. Madison Avenue

Document D: Corrupt City Government

The Alderman [a member of city government]...bails out his constituents when they are arrested, or says a good word to the police justice when they appear before him for trial; uses his "pull" with the magistrate when they are likely to be fined for a civil misdemeanor, or sees what he can do to "fix up matters" with the State's attorney when the charge is really a serious one. Because of simple friendliness, the Alderman is expected to pay rent for the hard-pressed tenant when no rent is forthcoming, to find jobs when work is hard to get, to procure and divide among his constituents all the places which he can seize from the City Hall....

The question does, of course, occur to many minds, Where does the money come from [?]...He...sells out the city franchises...he makes deal with the franchise-seeking companies...he

guarantees to steer dubious measures through the [City] Council, for which he demands liberal pay....

Jane Addams

<http://www.digitalhistory.uh.edu/historyonline/us28.cfm>

Check for Understanding:

Why did the industrialization of the United States create social problems? Use at least one specific historical example in your answer.

Rubric:

2 – Response includes a valid reason and an accurate, relevant example.

1 – Response includes a valid reason with an inaccurate, irrelevant, or no example.

Reflection: How did the problems we studied in class fit with your understanding of social problems today? What surprised you?

Lesson 2

The Progressives Respond

Lesson Description: Students will research the ways in which Progressive reformers attempted to change public policy in order to address societal problems

Time Required: Four 90-minute blocks

Procedures:

Direct Instruction/Independent Research: Teacher provides direct instruction in Progressive Era problems and reforms. Divide class time between direct instruction and research for performance task.

Students should employ a note-taking strategy. They may use one modeled by the teacher, such as a Problem/Solution Chart:

Problem:

Causes	Effects
1.	1.
2.	2.

Solutions:

Lesson 3

Presidential Progressives

Lesson Description: Students will explore to what extent Presidents T. Roosevelt, Taft, and Wilson promoted progressive goals in national policies. Students will research one president's record and participate in a debate on which president was the most progressive.

Time: 2-3 90-minute blocks

Procedure:

- 1) Divide students into six groups of 4-5 students. Assign each group a president (T. Roosevelt, Taft, or Wilson) and an issue (Addressing the Effects of Industrialization or Reforming the National Government).
- 2) Students use their textbooks to find evidence that their assigned president was the *most* progressive on that issue. Have students write one pertinent fact on a notecard.
- 3) There will be two debates, one for each issue. During the debate, students must turn in a notecard each time that they speak. Each group member must make a contribution before a student may speak a second time.
- 4) Students assigned to the other issue will rate the effectiveness of their classmates' arguments and vote on which group offered the most compelling evidence.

Formative Assessment:

Assign students to find a current newspaper article that describes actions of President Obama or the Federal Government that reflect progressive principles. Students write a brief paragraph that explains how this current event demonstrates the influence of progressivism.