Unit 08: The Progressive Era

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 28**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Within this unit, students will examine the political corruption which proliferated throughout U.S. society at the start of the twentieth century. As a reaction to this political corruption, students will also take an in-depth look at progressive reforms which sought to curtail illegitimate political practices and to make a more equal society for every citizen, including women, African-Americans and immigrants.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

Essential Questions

- How has political corruption affected the democratic system in America?
- How did progressivism seek to create a more equal society in America?

- What is the legacy of the progressive reforms enacted more than one-hundred years ago?

Application of Knowledge and Skills...

Students will know that...

- 1. The civil service system, ballot initiative, recall, referendum, and primary were political changes resulting from the Progressive Movement.
- 2. Muckrakers were crusading journalists that exposed corruption and other problems.
- 3. Realists were fictional authors that tried to tell stories as rationally as possible.
- 4. The women's suffrage movement began in 1848 and finally succeeded in 1920.
- 5. Teddy Roosevelt is regarded as one of the greatest American statesman to ever live.
- 6. Common Core Focus: Cause and effect caused many reforms of the Progressive Movement.

Students will be able to...

- a. Identify the causes behind the civil service system, ballot initiative, recall, referendum, and primary.
- b. Describe the motivations of the muckrakers.
- c. Explain the philosophy of realists.
- d. Trace the struggles of the women's rights movement.
- e. Evaluate the political career of Teddy Roosevelt.
- f. Common Core Focus: Relate modern examples of cause and effect relationships to that of reform movements during the Progressive Era.

Assessments

- Unit Test Summative: Written Test Test encompassing the major people, events, causes, and results of the Progressive Era. Written responses incorporate both analytical recall as well as formulating an argument based on student knowledge. 6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.A.5.c 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.5.b 6.1.12.B.6.b 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.D.5.b 6.1.12.D.6.c WHST.6-8.1WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9
- Build Vocabulary Background Diagnostic: Other written assessments Students will complete a pre-test of important vocabulary of the unit. Review the answers with the class to gauge their prior knowledge. 6.1.12.A.6.a RH.6-8.4
- Comprehension Questions Formative: Other written assessments After watching a video about the

women's suffrage movement, answer comprehension questions including analysis and reasons for the women's suffrage. 6.1.12.A.6.b 6.1.12.D.6.c RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.8

- Fictional Realism Formative: Expository Essay Read the graphic novel version of Call of the Wild. Write a paragraph about the correlation between the fictional realism movement and muckraking using peer review. 6.1.12.A.5.a 6.1.12.B.5.b 6.1.12.C.6.b RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

- Muckraker Article Formative: Expository Essay Read an excerpt from a muckraker article. Write a responseto the following: What is striking about in the passage? What would be your reaction as a member of the public back then? What would you do differently as a result of reading this article? Why would these differences help? 6.1.12.A.5.a 6.1.12.B.5.b 6.1.12.C.6.b RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.3 WHST.6-8.4 WHST.6-8.5

- Teddy Roosevelt Timeline Formative: Other visual assessments Students will work in pairs to create a timeline dedicated to the life of Teddy Roosevelt. Events on timeline include captions describing each event's significance to Teddy Roosevelt's life. 6.1.12.B.6.b 6.1.12.C.6.a 6.1.12.D.5.b 9.1.12.A.1 9.1.12.E.1RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

Activities

- Preview the important vocabulary of the unit by a student vocabulary pre-test
- Read an excerpt of the classic muckraker book, The Jungle
- Read the graphic novel version of, Call of the Wild
- Complete a graphic organizer of the cause and effect events that led to the civil service system, ballot initiative, recall, referendum, and primary
- Watch a video about the woman's suffrage movement; discuss its goals, methods, and effectiveness
- Compare the biographies, philosophies, and speeches of Booker T. Washington and W.E.B. DuBois
- Read a short biography of Teddy Roosevelt
- Research Teddy Roosevelt by using the Internet
- Create a timeline of Teddy Roosevelt's life using pictures found on the Internet; students will create captions to explain the major events of his life
- Use the Maps101 map collections for making worksheets and projection in the classroom: Presidential election maps
- Use the Maps101 interactive maps to control displayed information and analyze maps as history unfolds: Women's suffrage

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities

- Involvement in goal setting and assessment activities
- Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Create a timeline chronicling Teddy Roosevelt's life; include descriptions of at least six major events and six pictures at various stages of his life
- Create a timeline chronicling Teddy Roosevelt's life; include at least six pictures taken at different significant moments in Teddy's life; through captions of the pictures, recount the story of his rise to fame as one of America's greatest presidents (intermediate activity)
- Provide a completed copy of important vocabulary of the unit
- Pair mixed ability students together for completing the graphic organizer of civil service reform
- Provide an exemplar for the Teddy Roosevelt timeline
- As necessary give students completed study guides

- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: progressive, recall, referendum, primary, civil service, journalist, muckraker, realist, suffrage

Content specific modifications to extend learning for gifted students may include:

- Create a timeline chronicling Teddy Roosevelt's life; afterward write an open-ended response which identifies the most important event or acheivement of Teddy's life and why it is the most important (challenge activity)

Integrated/Cross-Disciplinary Instruction

One of the major progressive reforms was greater government oversite of the food and drug industries. In 1906, the muckraker, Upton Sinclair, exposed the unsanitary conditions in meat packing plants. Students can see for themselves the effect of unsanitary storage of meat by performing the Redi Experiment. This is a simple science experiment that demonstrates how quickly meat becomes rotten when not properly handled.

Resources

· America: History of our Nation textbook - Prentice Hall, (c)2007

· America: History of our Nation teacher's edition - Prentice Hall, (c)2007

· "Women's Suffrage Movement" video - United Streaming,

http://player.discoveryeducation.com/index.cfm?guidAssetId=dabe325c-692a-4a79-9ebd-5e27eac578a2

· Great Stories of Courage three abridged graphic novels - Stevens, Gareth Publishing LLLP, (c)2007

· http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.