

Lesson Plan: Reform: Today and Yesterday
Subject: Pressures for Reform (1)
Unit: The Progressive Era - 1
Teacher: Jill Ferris (Mr. Hanson)
Course: 11 U.S. History Regents
Date: Thursday, February 7, 2008

1. Content: I want my students to understand what specific political, economic, and social problems in late-19th century America led to the call for reform.
2. Framing: This is the first lesson in the unit, so it will draw on personal opinion to introduce the Progressive era and push for reform measures to students.
3. Objective(s): I want students to understand that there was no one progressive movement, but a conglomeration of individual movements attempting to remedy problems within society. There was no common consensus as to what issue was most important, nor was there a definite agreement about how reform measures should be pursued.
4. Instructional Procedures: (45 min.)
 - a. Introduction: names. As students enter the class, give them index cards. Ask them to fill them out in the first two minutes of class (form on board). Collect each card individually to connect names with faces. (5 min.)
 - b. Draw t-chart on the board. Ask class to brainstorm social problems from the turn of the century and today. List in related order (conservation – global warming). (5 min.)
 - c. Pass out Progressive Priorities worksheet. Instruct students to complete sheet silently and independently. They should write down their thoughts on how the problem would be best resolved/lessened, as well as rank the importance of all of the social problems. (10 min.)
 - d. Break out into groups based on top priority. Discuss similarities/differences in how the problem should be solved. (12 min.)
 - e. Students stay in smaller groups, but turn and have large group discussion about differences in solutions (8 min.).
 - i. Who is involved in reform? (Middle class, local, state, national government)
 - ii. What kind of change is necessary? (legislative, cultural, economic)
5. Materials/Equipment: index cards, write questions on board at start of class, chalk for writing on blackboard (4a), Progressive Priorities worksheet (4b-c), homework worksheet (7a).
6. Assessment/Evaluation: Assessment will be conducted based on student participation in the classroom activity and discussion.
7. End Framing: Homework: Read Ch. 20, sections 1 and 2. Answer questions.

Progressive Priorities

Read through all of the Progressive Problems and rank them in order of importance. (1—most important, 8—least important). Then brainstorm possible reforms for each problem.

Ranking	Progressive Problem	How could this be effectively reformed?
	<p>Racism: In 1896, the U.S. Supreme Court ruled that Jim Crow laws which promoted segregation were legal, as long as facilities were provided that were separate, but equal. The federal government also practiced institutionalized racism by discriminating against blacks in hiring for jobs.</p>	
	<p>Women's Rights: Even though some women had been agitating for suffrage for over fifty years, the vote was still limited to men. Women also received lower wages than men and carried the burden of urban poverty.</p>	
	<p>Conservation: Some areas of the country were plagued with drought, while others faced terrible flooding. Logging companies used land indiscriminately, destroying old forests that had taken centuries to grow.</p>	
	<p>Working Conditions: Members of the working class were subjected to long hours, low pay, and poor working conditions. All those injured at work were also in danger of losing their job. Even young children were often employed in dangerous conditions.</p>	
	<p>Monopolies: Several men, including J.P. Morgan and the Rockefellers, built bad "trusts" that attempted to build control the market and gouge profits from the public.</p>	

	<p>Political Corruption: The political system was controlled by a number of “bosses” who pressured voters in supporting their candidates and causes. Voting was not done secretly and people had little influence over the political agenda.</p>	
	<p>Urban Slums: Many new immigrants and members of the working class lived in crowded, run-down tenements in the cities. Often a few families were crowded into a small room without running water.</p>	
	<p>Education: Schooling was not mandatory, and was often reserved for the upper classes. With the influx of a large immigrant population, there were also concerns about assimilating new Americans into the population.</p>	

Homework: Read Ch. 20, Sections 1 and 2. Then answer the following questions in complete sentences.

1. Who worked for reform in the Progressive era? What types of reforms were they interested in?

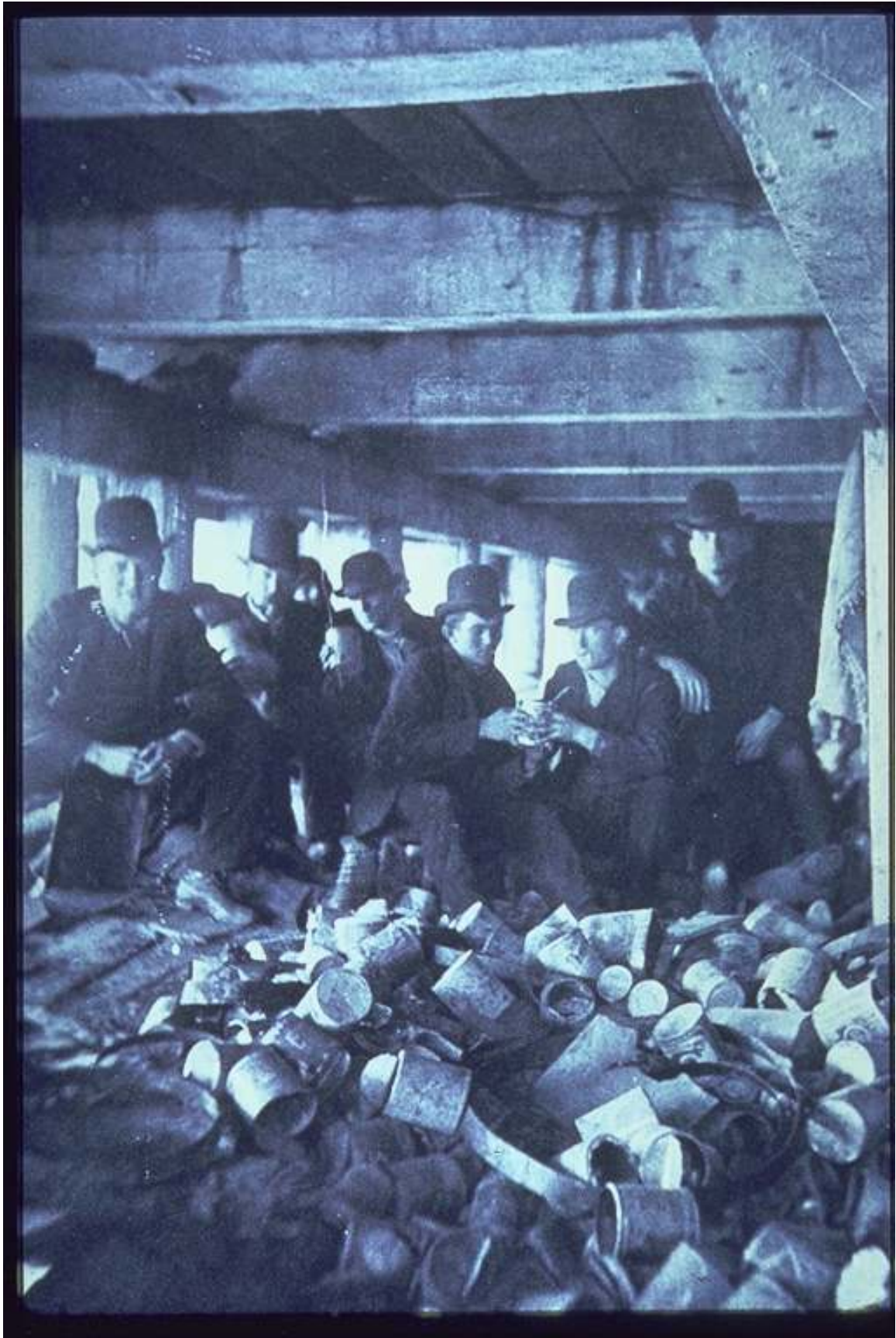
2. Name 2 reforms at the state level and 2 reforms at the national level.

3. This time period is referred to as the “Progressive era.” What does this name mean? Is the name accurate?

Lesson Plan: A Nation Ripe for Reform
Subject: Pressures for Reform (2)
Unit: The Progressive Era (2)
Teacher: Jill Ferris (Mr. Hanson)
Course: 11 U.S. History Regents
Date: Friday, February 8, 2008

1. Content: I want my students to understand what specific political, economic, and social problems in late-19th century America led to the call for reform.
2. Framing: Yesterday we talked about areas of reform during the Progressive era. We will build on this by considering what the conditions were that necessitated reform.
3. Objective(s): I want students to analyze visual sources for information about the conditions at the turn of the century.
4. Instructional Procedures: (45 min.)
 - a. VTS 2 images – Jacob Riis “Family making paper flowers” and “A growler gang” (20-25 min. total)
 - b. Review (3 min.) What are the issues we talked about yesterday? Who were the reformers?
 - c. Guided notes about conditions for reform and the results of the progressive era (15 min.) include how capitalism works and economic critique...surplus, profit, reserve army of labor, requires unemployment, America’s place in the world – Spanish-American war
5. Materials/Equipment: figure out how to show images – bring computer, cord to connect to tv?, guided notes on transparency, copies for students
6. Assessment/Evaluation: Assessment will be done on the basis of participation in discussion.
7. End Framing:
 - a. Homework: No homework.





Lesson Plan: Who were the muckrakers and what did they do?

Subject: Progress: social and economic reform and consumer protection (1)

Unit: The Progressive Era - 3

Teacher: Jill Ferris (Mr. Hanson)

Course: 11 U.S. History Regents

Date: Tuesday, February 12, 2008

1. Content: Students should understand who and the muckrakers were, what they accomplished, and by what means.
2. Framing:
 - a. Historical context: The muckrakers were a group of journalists that investigated and wrote about corruption and other areas that needed reform. Part of the middle class reformers movement, legislation was passed, monopolies were broken up, and the political boss system was dismantled.
 - b. Classroom context: We have spent the past two classes covering the precipitating factors of the Progressive era. With this background, we will move to a study of the muckrakers – those who influenced change in the era. Tonight’s homework, a long assignment due after break, will help further the connection between reform in the Progressive era and reform efforts today.
3. Objective(s): Students will summarize the work, subject and results of seven muckrakers on a chart.
4. Instructional Procedures:
 - a. Review what led up to the Progressive era. (5 min.) What were conditions like in cities? What kind of reform was necessary? Who was involved?
 - b. Complete the muckraker worksheet (from Mr. Hanson), working in partners. You may use the book. (12-15 min.)
 - c. Review worksheet in class. (10 min.)
 - d. Read article about meat disease in brain (5 min.) (cut if running over)
 - e. Is reform still necessary? In what areas? We’ve already talked about current issues in relation to progressive areas of reform. Introduce writing assignment, begin brainstorming. (10 min.) (BEGIN NO LATER THAN 10:25)
5. Materials/Equipment: copies of muckraker worksheet with blanks, writing assignment and rubric, meat article.
6. Assessment/Evaluation: Assessment will be done by collecting and evaluating students’ worksheets at the end of the period. Give participation credit.
7. End Framing:

Homework: Muckraker Writing Assignment

Muckraker Writing Assignment

Write a muckraking article about an current issue in the community, state or country that you believe should be reformed. Be sure to state what the problem is, why it is a problem and what should be done about it. You may choose any issue you like, but your argument must be clear.

1. Article should be at least 1 typewritten page, double spaced page or two handwritten pages.
2. Use at least one outside source (not Wikipedia!) and cite it. A good source might come from nytimes.com or washingtonpost.com. If you have trouble with how to cite your source(s), give it your best try. I should be able to figure out the author, article title, and source. We can go over this when you get back.
3. Refer to the rubric for guidance in constructing your article.
4. Must have article idea for next class.

TOPIC: Muckrakers

Muckrakers were members of the press that investigated corruption in order to expose problems to the American people. They had a great amount of influence often resulting in the passage of laws designed to reform the abuse that they reported. Below are several Muckrakers from the Progressive period. Use the textbook to fill out the chart.

Muckraker	Work	subject	results
Thomas Nast		Political Corruption by NYC's political machine, Tammany Hall, led by Boss Tweed	
Jacob Riis	<u>How the Other Half Lives</u> (1890)		
Ida B. Wells			NAACP joined the fight for Federal anti-lynching legislation
Frank Norris	<u>The Octopus</u> (1901)	This fictional book exposed monopolistic railroad practices in California	
Ida Tarbell		.	
Lincoln Steffans			Cities began to use city commissions and city managers.
Upton Sinclair		Investigated dangerous working conditions and unsanitary procedures in the meatpacking industry.	