

Teacher: Darin Serfoss	
Title: <b>Progressive Reforms</b>	Subject: U.S. History
Topics: Muckrakers	Grade: 11
Lesson Duration: 3 90 minute classes	School: Florence High School
<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This is a lesson on some of the different muckrakers and their effect on societal changes in the late nineteenth century. Students will create a time line that illustrates different progressive movement goals and social ills of the time period. The students also take on the persona of a muckraking journalist and produce a persuasive newsletter.
<b>National Standards for History Era: <a href="#">Link</a> Era 7 (1890-1930)</b>	<b>Era 7:</b> The Emergence of Modern America (1890-1930) <b>Standard 1:</b> How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.
<b>Standard(s): Colorado</b> <i>State, Local or National</i>	<b>Colorado Standards</b> <b>Standard 1:</b> Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. <b>Benchmarks:</b> 1.1,1.2,1.3 <b>Standard 2:</b> Students know how to use the processes and resources of historical inquiry. <b>Benchmarks:</b> 2.2, 2.3 <b>Standard 3:</b> Students understand that societies are diverse and have changed over time. <b>Benchmarks:</b> 3.2 <b>Standard 6:</b> Students know that religious and philosophical ideas have been powerful forces throughout history. <b>Benchmarks:</b> 6.1, 6.2, 6.3
<b>Themes/Concept:</b>	Using primary and secondary sources, make a chronological timeline to analyze causes and effects of muckraking journalism and the changes it brought about in the late 19 <sup>th</sup> century and early 20 <sup>th</sup> century.
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> <li>1. What circumstances led to muckraking journalism?</li> <li>2. How did the Progressive movement help in alleviating the social ills of the early 1900s?</li> <li>3. How did government legislators react to muckraking journalism?</li> <li>4. What were the lasting effects of the muckrakers that we still witness today?</li> </ol>
<b>Elements</b> <i>(What you want the students to understand)</i>	<ol style="list-style-type: none"> <li>1. Analyze the effect muckrakers had on its readers.</li> <li>2. Make correlations between the progressive cultures of the early 1900s to the political issues of today.</li> <li>3. Weigh the positive effects of muckraking journalism against any negative effects.</li> <li>4. Analyze how muckrakers played a role in the progressive movement.</li> </ol>
<b>Launch Activity (Hook)</b>	Read brief excerpt from Sinclair's <i>The Jungle</i> (the description of the swine slaughter houses). Discuss what our expectations are of the food packing plants today. What are some examples of modern problems that have been recently exposed by journalists? (I.E. the peanut butter scare)

<p><b>Knowledge &amp; Skills</b> (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Muckraker</li> <li>• Progressive movement</li> <li>• Upton Sinclair (meatpacking industry, <i>The Jungle</i>)</li> <li>• Ida Tarbell (big business),</li> <li>• Jacob Riis (tenement life),</li> <li>• John Spargo (child labor).</li> <li>• S.S. McClure</li> <li>• Jane Addams</li> </ul>	<ul style="list-style-type: none"> <li>• Issues: Public health, politics, immigration housing, children, minorities, women's issues, labor</li> <li>• Pure Food and Drug Act, Meat Inspection Act</li> <li>• Randolph Hearst</li> </ul>	<p><b>Skills</b></p> <p>Analyze cause and effect relationships.</p> <p>Assess the importance of the individual in history.</p> <p>Use old ideas to create new ones.</p>
<p><b>Lesson Methodology</b> (How will you conduct the lesson; activities...?)</p>			
<ol style="list-style-type: none"> <li>1. Give brief background on topic and then introduce the hook.</li> <li>2. Handout vocabulary on the topic and have students research with a partner the definitions.</li> <li>3. Have students complete the computer assignment that shows them the two different viewpoints on imperialism.</li> <li>4. Have the students present a persuasive newsletter.</li> <li>5. Wrap up collect timeline and evaluate the unit with multiple-choice question or exit quiz.</li> </ol>			
<p><b>Assessment Evidence:</b> What evidence will show that students met the learning goal?</p>			
<p><b>Traditional Assessment (Quizzes, Test, Selected Responses)</b></p>			
<p>Multiple choice and fill-in-the-blank test. Include a short-written response to various muckraking issues.</p>			
<p><b>Portfolio Assessment</b></p>			
<p>Students will create a time line with a small group that illustrates different progressive movement goals and social ills of the time period. Computer activity also included</p>			
<p><b>Authentic Assessment</b> (Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)</p>			
<p>Read essays written by muckrakers, such as Ida Tarbell and Upton Sinclair. Group discussion</p>			
<p><b>Student Self-Assessment</b></p>			
<p>At the end of the lesson the student takes on the persona of a muckraking journalist and produces a persuasive newsletter. After picking one of the many social ills of late 19th Century America.</p>			
<p><b>Differentiation Associated with this unit</b></p>			
<p>Students may research a specific individual or event from this time period. Students could work with partners on the persuasive newsletter.</p>			
<p><b>Resources and instructional tools:</b> (Including Video Sources, Text Resources, Research Strategy) Microsoft Office Publisher Internet</p>	<p>Textbook Primary Sources Power Point</p>		