

Teacher: Howard Mestas

Title: **“The Jungle”**

Subject: American History

Topic: Reform in Progressive Era

Grade: 8-12

Lesson Duration: Three 45 Min. Periods School: Pueblo West Middle School

Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This is a lesson on Upton Sinclair’s book, “The Jungle.” This lesson is about how people’s works have unintended consequences. Sinclair’s intent for his book was to bring attention to the struggles of immigrant factory (slaughterhouse) workers, but instead the public’s reaction about the book was only on tainted meat. Sinclair stated that he “aimed for the public’s heart, but by accident, hit it in the stomach.”
National Standards for History Era: Link	Era 6 The Development of the Industrial United States (1870-1900) Standard 1 How the rise of corporations, heavy industry, and mechanized farming transformed the American people Standard 2 Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity Standard 3 The rise of the American labor movement and how political issues reflected social and economic changes
Standard(s): <i>State, Local or National</i>	2. Students know how to use the processes and resources of historical inquiry. 4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
Themes/Concept:	Students will determine whether or not “The Jungle” served its intended purpose.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ul style="list-style-type: none">• Who was Upton Sinclair?• Who was Jane Addams and how did she help Sinclair?• What was the goal of the newspaper, “Appeal to Reason?”• What were the “Meat Inspection,” and “The Pure Food and Drug Acts” of 1906.• What did Sinclair mean by, “I aimed at the Public’s heart, and by accident I hit it in the Stomach?”• What is meant by “everything but the squeal”?
Elements <i>(What you want the students to understand)</i>	<ul style="list-style-type: none">• The struggles and successes of the Labor Movement and its leaders.• The exploitation of immigrant and native born factory workers.

	<ul style="list-style-type: none"> • The corruptness of the “Beef Trust” and the unsafe products they produced and sold. • How writers like Upton Sinclair were influential on the development of public policy. • How people’s works (i.e. “The Jungle”) have unintended consequences 		
Launch Activity (Hook)	<p>Teacher will read passages from <i>The Jungle</i> describing the disassembly lines in the Chicago slaughterhouses. Students will also hear passages about the hardships facing displaced immigrants who worked in the “meat processing” plants.</p> <p>Students will discuss the hardships facing immigrant workers in Chicago’s packinghouses and learn why the descriptions of the disassembly lines led to the Meat Inspection and Pure Food and Drug Acts in 1906.</p>		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	Upton Sinclair Jurgis Rudkus Theodore Roosevelt Eugene Debs Jane Addams “Beef Barons” Armour, Swift, etc. disassembly lines muckrakers Hull House Packingtown The Appeal to Reason Newspaper Socialist movement Chicago Stockyards Lithuania		Skills: Understand that works of fiction can be powerful forces for changes in society. Understand that the works and plans of individuals or groups can have unintended consequences.
Lesson Methodology (<i>How will you conduct the lesson; activities... ?</i>)			
Teacher will read passages from “The Jungle” describing unsanitary conditions in the packinghouses. Students will search the internet for images of the meatpacking plants. Students will research pages in the book to find passages of workplace conditions. Students will review all links provided. Students will be broken into small discussion groups and provide input to the class.			
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>			
Traditional Assessment (<i>Quizzes, Test, Selected Responses</i>)			
Class participation, individual and group activities.			
Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)			
Reading aloud, internet activities, book review.			
Portfolio Assessment			

None
Student Self-Assessment
Standard Review, rubric on self assessment and peer review.
Differentiation Associated with this unit
<ul style="list-style-type: none"> • Students can research their own family’s immigrant history and write a report to present to the class. • Students can research about Hull House and other settlement houses in Chicago. • Students can compare modern slaughterhouses with those described in <i>The Jungle</i>. • Students can research the Socialist New Publication “<i>The Appeal to Reason</i>.” • Students can research the Pure Food and Drug and Meat Inspection Acts of 1906. • Students can find pictures of Chicago slaughterhouses at the time of <i>The Jungle</i>’s publication to have a visual idea of conditions described in the book. They may give oral descriptions of the photographs.
<p>Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>) PowerPoint projector, pencil/paper, internet access, copies of “The Jungle.”</p> <p>http://howardmestas.wordpress.com/2009/04/15/the-jungle/</p> <p>The above link is a book review of “The Jungle.”</p>