



## **The Progressive Era: National and Local**

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### INTRODUCTION

To introduce you to The Progressive Era, I must first tell you the nation was in a time of change. We were most recently coming out of the Populist Movement, a time for protest and outcry from the workers, the farmers and industry workers who provided goods for the world.

Two specific catalytic agents set off the Progressive movement—the agrarian depression of the early 1890's and the financial and industrial depression that began in 1893. The American workers tried desperately to get the attention of the political figures of the time. They had their own agendas and wanted both major political parties to heed their call. Low prices drove farmers by the hundreds of thousands into the People's Party of 1892. Widespread suffering in the cities beginning in 1893 caused a breakdown of many social services and dramatized for the number of urban middle-class Americans the gross inefficiency of most municipal governments. Policies were made by Congress but not enforced. Actually ignored by some politicians.

But, both major political parties embraced the Progressive Era. Some Americans say the Progressive era was a time to right the wrongs locally, state wide and nationally; to correct injustices that kept people from enjoying the rewards of industrialization. According to the need, the Progressive era was for the city dweller and the farmer. Most Americans during the 1890 – 1920 time period took progress to be the simple idea that life would get better and better. To say whom the progressives were, I would have to include those who were business owners, professionals and a diversity of workers. Because these people could be found in the city and the rural areas, historians argue they were both manufacture workers and farmers.

There was a good deal of moralism in the Progressive movement, and Progressives were often seen as sanctimonious busy bodies and meddlers poking around in things that were none of their business. For others the Progressives were people who were helping working people by rescuing capitalism from its worst excesses, and because businessmen were smart enough to see that discontented, angry workers were a threat to their livelihood, they often supported Progressivism.

The expansion of industry was accompanied by increased tensions between employers and workers and by the appearance, for the first time in the United States, of national labor unions. The Progressives were activists rarely satisfied until they had achieved a good portion of their goals.

The Progressive era has been given the time span of 1890 through 1920's. But for sure the Progressive era was very strong from 1900 – 1917. Prosperity was returning after the devastating panic of 1893. The agrarian uprising led by William J. Bryan in the election of 1896 had been turned back, and the national government was securely in the hands of big business. In the political arena the Progressives wanted good government at all levels, and among their more notable achievements were the direct election of Senators and women's suffrage. This would include the presidential terms of William McKinley, Theodore Roosevelt, William Howard Taft and two terms of Woodrow Wilson.

Congress passed important domestic policies during this time. The Sherman Antitrust Act of 1890, which planned for government to guide big businesses in the interest of all citizens; the Hepburn Act of 1906 which gave the Interstate Commerce Commission the power to enforce its own rules about shipping across state lines; the Meat Inspection Act and the Pure Food and Drug Act in 1906 made to check and see that meat and other foods were safe to eat and the safety of certain medicines for human use are just a few.

What was behind this movement? Why were the Americans disheartened and striving for life to get better and better? We see the beginnings of urbanization and an influx of immigrants into the country while industrialization reforms made its way into manufacturing plants and farm businesses. Locally cities were growing and factories producing. State wide, laws were being sought to improve corrupt politicians and justices. Nation wide help was needed to provide opportunities for all. Nationally, groups of people were looking to the government to provide laws that would show equality with most people in America. One historian said progressive backers wanted to improve city life, keep the child workers out of the factories and offer second chances to people in need.

Many people wanted others to recognize there was a problem and know just what the government was doing or not doing and for whom. To report these problems and findings of reforms (change) we look closely at those reporters who chose to study and write about the injustices to other Americans and the Domestic policies. The infamous name given to these writers has ascended into present time as the "Muckrakers". Today we would call them investigative journalists.

Upon beginning these lessons, please keep an open mind to evaluate what each person's role was in the era of progress. Be it the woman who fights for equal rights, or the child worker who tiredly wants to stay in bed for a few more minutes, or the businessman who knows how to meet his quotas and keep his workers happy or the legislative member on the three levels of government who wants to make a difference, but can't get around the corrupt minds of justice to do the right thing.

Let us begin to look and view the nation's role with that of the state of Ohio and our local areas' roles in the Progressive era with the topics of labor, suffrage, immigration, transportation and

government. Do the thoughts of the nation rule the state and local minds in the above mentioned topics?

As we research to engage our minds in experiences of the local forum will we find support from the local level for the nation's way of living or will we find opposition to offset our own agendas and see our local ancestors as leaders in progress?

*American Spirit – A History of the United States*, Ver Steeg, Clarence L. 1985; Chapter 28, pages 537 – 555; *Who Were the Progressives?* – by Glenda Elizabeth Gilmore, 2002, pages 3 – 21

## TEACHER REFERENCE OUTLINE

### I. Sources of Progressive Reform

A. Industrialization, with all its increase in productivity and the number of consumer goods, created

- 1) Unemployment and labor unrest
- 2) Wasteful use of natural resources
- 3) Abuses of corporate power

B. Growing cities magnified problems of poverty, disease, crime, and corruption

C. Influx of immigrants and rise of new managerial class upset traditional class alignments

D. Massive depression (1893-1897) convinced many that equal opportunities were out of reach for many Americans.

### II. Who Were the Progressives?

A. New middle class composed of young professionals

1. Sought to apply principles of professions (medicine, law, business, and teaching) to problems of society
2. Strong faith in progress and the ability of educated people to overcome problems
3. Rise in volunteer organizations organized to address issues (American Bar Association, U.S. Chamber of Commerce, National Association for the Advancement of Colored People, National Municipal League, and e.g.)
4. Mainly urban in residence and orientation

B. Muckraking journalists attacked corruption and scandal with a sense of moral outrage

1. Lincoln Steffens exposed city machines in *The Shame of the Cities* (1904)
2. Ida Tarbell exposed Standard Oil Trust abuses
3. Upton Sinclair's *The Jungle* (1906) attacked the meatpacking industry

C. Political reformers (many opposed to traditional party politics)

D. Socialists--frustrated workers who promised to destroy capitalism. Led by Eugene Debs (who polled 900,000 votes for president in 1912), socialists were rejected by most Progressives as too extreme in their goals and methods

## II. Teddy Roosevelt & the Square Deal

A. Using the power of the presidency (a "bully pulpit") as no president since Lincoln, T.R. loved to lead and to fight those he felt were not acting in America's best interests.

1. Coal Strike--When coal mine owners refused to deal with the union in a 1902 strike, T.R. summonsed them and the head of the mine workers to the White House and threatened to use army troops to keep the mines open. Owners backed down and T.R. was credited with ending the strike

2. Northern Securities Case--T.R. used the Sherman Antitrust Act to attack a railroad monopoly. Supreme Court ordered the company to dissolve.

3. Added Departments of Labor and Commerce to the Cabinet

4. Pushed through the Hepburn Act (1906), strengthening the Interstate Commerce Commission

5. Urged congressional approval of the Pure Food and Drug Act (1906), that forbade impure foods and required labeling of ingredients of foods and drugs.

B. Conservation reform added massive areas to the national forests (total of 190 million acres)

1. Transferred forests to the U.S. Forest Service headed by Gifford Pinchot, who insisted that trees be planted as well as harvested

2. Withdrew millions of acres of public land from sale to protect resources

3. Used public land sale revenues to build dams and canal systems

## III. City and State Government Reform

A. City government system changed to prevent boss or "machine" rule

1. City commissions replaced mayors and city councils in some areas

2. City managers (nonpolitical professional managers) were hired to run small cities

B. State level reform efforts championed by Robert La Follette of Wisconsin

1. Direct primary to give voters control over candidates

2. Competitive civil service and restrictions on lobbying

3. Many states passed workmen's compensation laws

4. Election reforms to bring direct democracy to voters

a) Initiative--allowed 5% of voters to "initiate" laws in state legislatures

b) Referendum--in some states voters could then pass initiatives into laws

c) Recall--by petition voters could force an official to stand for re-election at any time

## IV. Major Progressivism Programs

A. Education

1. Progressive education--John Dewey led movement that focused on personal growth, not mastery of body of knowledge and learning through experience.

2. Charles Eliot of Harvard pioneered elective courses and new teaching techniques (such as seminars) to make university learning more meaningful
3. Women began attending colleges in large numbers (by 1920, 47% of total enrollment was female).
4. Believing that more education would help bring an enlightened population, Progressives pushed enrollments to record levels (86% of children in schools by 1920) without seriously assessing how schools were doing.

B. Law--judges opinions needed to be based on factual information, not just oral arguments and precedents

1. Muller V. Oregon (1908)--limited women's working hours
2. Not all-Progressive legal principles prevailed. In Lochner v. New York (1905), the Supreme Court overturned a New York law limiting bakers' working hours.

C. Settlement houses--Jane Addams and others established group homes in city slums to aid poor urban residents.

1. Promoted public health reform in cities, chlorinating water and tightening sanitary regulations
2. Developed education and craft programs for residents
3. Created neighborhood health clinics and dispensaries

D. Racial anti-discrimination efforts

1. Booker T. Washington (Atlanta Compromise) argued for self-help and accommodation on the part of blacks to white society
2. W.E.B. DuBois (Niagara Movement--1905) urged blacks to assert themselves and agitate for political and economic rights. Formed NAACP to use legal means to end racial discrimination

E. Women's rights

1. While the number of employed women stayed constant from 1900-1920 (20%), the type of work switched from domestic labor (servants, cooks, laundresses) to clerical work (clerks, typists, bookkeepers), factory work, and professionals.
2. Most women still held the lowest paying and least opportune jobs
3. Significant Progressive feminists called for greater reform
  - a. Charlotte Perkins Gilman attacked the male monopoly on opportunity and declared that domesticity was an obsolete value for American women
  - b. Margaret Sanger led the movement to provide birth control to prevent unwanted pregnancies among poor women
  - c. Suffragists urged that women be given the franchise, which came on the national level with the 19th Amendment (1919).

F. Child labor laws--most states passed minimum working age laws and prohibited children from working more than 10 hours per day, but enforcement was difficult to achieve.

G. Temperance--Anti-Saloon League and Women's Christian Temperance Union fought alcoholism on the state level through blue laws and on the national level with the 18th Amendment which prohibited the manufacture, sale, and transportation of liquor.

## V. Presidential Election of 1912

A. Republican successor Taft proved to be less progressive than T.R. in the areas of tariff reform and conservation.

1. Payne-Aldrich Tariff (heralded by Taft as "the best tariff passed by the Republican Party") protected industries and kept consumer prices high
2. A public land sale scandal in Alaska pitted Pinchot against Secretary of Interior Ballinger. Taft fired Pinchot

B. T.R. organized the National Progressive or "Bull Moose" Party after Progressive Republicans bolted the Taft-controlled Republican convention. Party platform included long list of Progressive demands.

C. Democrats nominated Woodrow Wilson, the scholarly governor of New Jersey who called for moral revival and reform, including low tariffs, the breaking up of all monopolies, and for the government to be an umpire in disputes between labor and business.

D. Socialists nominated Debs, who called for public ownership of all natural resources and major industries.

1. Progressivism as Wilson, TR, and Debs totaled 11 million votes to 3.5 million for Taft.

## VI. Wilson's New Freedom and Progressivism

A. Tariff reform--Underwood Tariff (1913) gave first significant tariff reduction since 1860s as Wilson personally delivered his goals to Congress.

B. Currency and banking reform-- Creation of Federal Reserve System

C. Wilson won 40/48 states as Republicans split between Taft and TR. Height of

1. Acted as bankers' banks and prevent "runs" on bank assets
2. Federal reserve notes issued a flexible new currency to the banking system

D. Clayton Antitrust Act (1914) to restrict monopolies and set up a Federal Trade Commission to stop unfair practices which may arise

## VII. Evaluation of Progressivism

A. Weaknesses of Progressive reform

1. Material progress of Americans weakened zeal of reformers
2. Myriad of Progressive goals were often confusing and contradictory
3. Opposition to Progressivism apparent as initiatives failed and courts struck down Progressive legislation
4. Government remained mainly under the influence of business and industry
5. Outbreak of World War I dampened enthusiasm of attempts to use governments to create just societies on earth

B. Progressive accomplishments

1. Trust-busting forced industrialists to notice public opinion
2. Legislation gave federal and state governments the tools to protect consumers.
3. Income tax helped build government revenues and redistribute wealth
4. Progressives successfully challenged traditional institutions and approaches to domestic problems.

Please cite this source when appropriate:

Feldmeth, Greg D. "U.S. History Resources"

<http://home.earthlink.net/~gfeldmeth/USHistory.html> (31 March 1998).

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Back to Outlines & Charts Index

Back to U.S. History Resources main page.

Suggested time (1- 7 Days)

- Teacher will read resource materials ahead of time for challenging discussions and understanding of the Progressive Era. (See references)
- Teacher will use instructional resources available (adopted materials on grade level), outlines from web sites, (see references) to elicit constructive and challenging discussions for each class period.

Teacher will assign groups' readings that will give a description of the following progressive topics: (Labor/ Immigration/ Urbanization/ Women Rights/ Political Attitudes /Social Reforms on the local, state and national levels)

1. Teacher will divide students into small groups of 4.

2. Students will read assigned pages from the primary and secondary sources at assigned times.

Day (1) Social Reforms

Day (2) Political Attitudes

Day (3) Immigration

Day (4) Labor

Day (5) Urbanization

Day (6) Women Rights

*Daily Introductions to lessons:*

a.) *Teacher will elicit definitions of vocabulary words pertinent to the Progressive era.*

3. Students will discuss daily major topics (with teacher and among small group members) and record their finding in-group readings to demonstrate their understanding of assigned topics from web sites and textbook readings using Graphic organizers. (Pair & Share)

*Teacher will pass out graphic aids or monitor students choice of visual aids to organize facts.*

Students will complete visual aids/graphic organizers to demonstrate their understanding of facts gathered through readings and discussion.

Students will complete graphic organizers that provide relevant information for the discussion of facts important to the progressive era.

Class discussions

Teacher will elicit challenging questions for discussion (Teacher provided or web site references) to spark students interest in a time period that proved transforming for our country.

Suggested Questions, but not limited to:

a. Which national political figures were in office and influential during the Progressive Era?

- b. What was the country's /state's attitude toward labor? (women/child/ safety/ )
- c. What was the political attitude toward the lower class residents of the country?
- d. What was the attitude of the country/state toward the upper-class citizens?
- e. Do you feel the sources give an accurate description of the influence brought about from the progressives in our country? Cite references to defend your answer.
- f. Do you feel our country made a necessary change from the populists attitude (agrarian – farmers) to the progressives attitude (industrialization – factory workers)? Explain by citing references from your readings.

And any other questions the teacher chooses to post to elicit understandings toward the Progressive Era.

At the end of each informational session for assigned topics, students will write their opinions of facts presented and determine if they are to be considered slanted or not.



**DAYTON**  
PUBLIC SCHOOLS

*A NEW DAY IS DAWNING!*

**Name:** Elois Henderson

**School:** Dayton Public Schools Resource Teacher      **Grade Level:** 9

**Lesson Plan Title:** The Progressive Era - Change of Times

<b>Content Area(s)</b>	American History
<b>Learning Objectives)</b>	<p><b>Students will</b></p> <p><b>Determine the importance of events that were causes for actions and reactions before and during the Progressive era.</b></p> <p><b>Place an importance on each social group's actions in all areas of the Progressive Era.</b></p>

<p><b>Benchmarks for the Ohio Academic Content Standards for Social Studies</b></p>	<p>History  B. Explain the social, political and economic effects of industrialization..</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> Century and explain their significance.</p> <p>People in Societies  C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p> <p>Geography  A. Analyze the cultural, physical, economic, and political characteristics that define regions and describe reasons that regions change over time.  c. Analyze the patterns and processes of movement of people, products and ideas.</p> <p>Economics  A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them and who will consume them.  B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.</p> <p>Citizenship Rights &amp; Responsibilities  A. Analyze ways people achieve governmental change, including political action, social protest and revolution.  B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the right of others, and the common good.</p> <p>Skills &amp; Methods  A. Analyze ways people achieve governmental change, including political action social protest and revolution.  B. Explain how individual rights are relative, not absolute and describe the balance between individual rights, the rights of others, and the common good</p>
<p><b>Indicators for above Benchmarks of the Ohio Academic Content Standards for Social Studies</b></p>	<p>History B – 1 Explain the effects of industrialization in the United States in the 19<sup>th</sup> century including a. Changes in work, b. Immigration and child labor and their impact on the labor force, c. Modernization of agriculture, d. Urbanization, 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on b. Monopolies c. Standard of living.  3. Analyze the reasons for the rise and growth of Labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including a. Unregulated working conditions, b. Laissez-faire policies toward big businesses, c. Violence toward supporters of organized labor.  4 Explain the goals and outcomes of the late 19<sup>th</sup> and early 20<sup>th</sup> century reform movements of Populism and Progressivism with emphasis on: a. Urban reforms; b. Conservation; c. Business regulation and antitrust legislation; d. The movement for public schooling; e. The regulation of child labor.  PS C. 5 Explain the effects of immigration on society in the United States including a. Housing patterns, b. political affiliation, e. labor practices  Geography A 1. Explain how perceptions and characteristics of geographic</p>

	<p>regions in the United States have changed over time including: a. Urban areas, d. centers of industry and technology C. Analyze the geographic processes that contributed to changes in American society including: a. industrialization and post industrialization, b. urbanization and sub-urbanization, c. immigration.</p> <p>Economics A 2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy. B. 3 Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals businesses.</p> <p>Citizenship R&amp;R a. 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on a. extension of suffrage, b. labor legislation, f. business regulation.</p> <p>C. 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including a. clear and present danger, b. compelling government interest d. libel or slander, e public safety, f. equal opportunity</p> <p>SS Skills &amp; Methods A 1. Determine the credibility of sources by considering the following a. the qualification and reputation of the writer, b. agreement with other credible sources,, c. recognition of stereotypes, d. accuracy and consistency of sources, e. the circumstances in which the author prepared the source.</p> <p>B. 3. Analyze one or more issues an present a persuasive argument to defend a position.</p>
<p><b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)</p>	<ul style="list-style-type: none"> <li>• Teacher will choose, read ahead and assign resource materials for understanding of topics and events on the time line of the Progressive Era. (See references)</li> <li>• Teacher will have ready a list of topics for events on timeline: Business Reforms, Politics, Social Reforms, Urbanization, State reforms, Local reforms, Transportation, Labor Reforms. <b>Discussion with students may come up with other topics.</b></li> <li>• <i>The teacher will model construction of the timeline by identifying the first two dates and events for the class. Teacher will write on the board an example of the timeline.</i></li> </ul> <p>***Begin at 1870 and end at 1920. This will allow dates and events for cause and effects evaluation.</p> <p>Teacher will assign small groups of no more than (6) students.</p>
<p><b>Core Activities</b> (Detail in steps with division of time)</p>	<p>(4 class periods - 55 minutes @ or as teacher feels necessary.).</p> <p>The purpose of these lessons are to identify and discuss at least (3) different causes and effects that are important to the progressive era.</p> <p><i>Introduction:</i> Teacher will display (1) different political cartoon about the events and policies of the Progressive era <b>each day</b>. Teacher and students will use the on line lesson at <a href="http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html">http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html</a> to analyze political cartoons.</p> <p><b>Class participation</b></p> <p>Teacher and students will create small group timelines using Butcher paper</p>

	<p>/markers for specific topics. Teacher will take volunteers to read selected portions of the timeline for identification of people and events of the progressive era.</p> <p><i>Discussion –</i> Classroom discussion will benefit accurate student understanding of topics, and peoples’ influence of events and their causes with their assigned small group readings. (1) student in each group will record times and events as class discussion proceeds. All students will keep a notebook of organized thoughts for the Progressive Era</p> <p><i>Creating a Product-</i> Students will use reading sources and materials provided to construct a multi-tier timeline that depicts the years and events that impacted the Progressive era in America. Small groups will produce a completed time line for each topic and place the time lines around the room for future reference.</p> <p><i>Closure –</i> Class will identify and discuss at least (3) different causes and effects that are important to the progressive era.</p>
<p><b>Overview of Student Activities</b></p> <ul style="list-style-type: none"> <li>• How will you &amp; your students be using technology?</li> <li>• What learning strategies will be implemented? (<i>i.e., independent and or group work</i>)</li> <li>• What products will be developed by students?</li> </ul> <p><b>What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</b></p>	<p>Students will: be placed in small groups of 6 (Cooperative Learning Groups) <b>use</b> technology to locate assigned readings. <b>Discuss</b> their findings in small group and then in large class group. <b>Identify</b> facts for assigned topics. <b>Sort and group</b> facts about people and places important to the Progressive Era <b>Create</b> a class timeline for suggested topics to be placed in the classroom for future lessons and assignments</p>
<p><b>Resources/Materials</b> List software, websites, references, etc.</p>	<p>Variety of timelines with dates and events on board Materials needed: Variety of Secondary reading sources. (See References Materials) 6 or more feet of butcher paper and markers for each small group of students, rulers and notebooks. Teacher chosen web sites from the resource list in introduction lesson that meets the focus for the timeline activities. All web sites references should be available to students for this activity. Students can scan web sites for their topics, events and influential people.</p> <p><b>THE PROGRESSIVE ERA THE UNITED STATES 1900 – 1920 p. 1-2</b> <a href="http://www.nv.cc.va.us/home/nvsageh/Hist122/Part2/Progressive.htm">http://www.nv.cc.va.us/home/nvsageh/Hist122/Part2/Progressive.htm</a> Describes the situation at the turn of the Century: America 1900</p> <p><b>THE INDUSTRIAL REVOLUTION AND THE PROGRESSIVE ERA 1877 – 1913 p. 17 –22</b> <a href="http://www.kentlaw.edu/ilhs/curricul.htm">www.kentlaw.edu/ilhs/curricul.htm</a> (The Industrial</p>

**Revolution and the Progressive Era: 1877-1913)** Focuses on the struggles of labor to secure safe working conditions and reasonable compensation

**UNIT 9 THE PROGRESSIVE ERA, 1900 –1917**

[p.www.averillpark.k12.ny.us/curriculum/US\\_History/unit9.html](http://www.averillpark.k12.ny.us/curriculum/US_History/unit9.html)

Describes and defines Progressivism, factors contributing to the movement, distinctive characteristics of immigrants, reforms and an assessment of the reforms

**US HISTORY: PROGRESSIVE ERA p. 1-2**

[http://wikibooks.org/wiki/US\\_History:Progressive\\_Era](http://wikibooks.org/wiki/US_History:Progressive_Era)

Details Progressivism, labor reforms and prominent national figures during the Progressive Era in US.

<http://pinzler.com/ushistory/timeline7.html> Time line for US Constitution chronology.

[www.pbs.org/amex/eleanor/peopleevents/index.html](http://www.pbs.org/amex/eleanor/peopleevents/index.html)

Details Eleanor Roosevelt's opinions, thoughts and actions on the Progressive Era

<http://www.wisbar.org/wislawmag/archive/history/pt09.html> Wisconsin enacted innovative workplace legislation as early as the 1860s. It also is important to note that the Progressives emphasized workplace reform not during Robert LaFollette's time as governor but during the administration of Gov. Francis McGovern (1911-15).

<http://www.ncr.org.uk/NCRHistory/jhp.htm> A brief description of John Patterson the businessman.

[http://ex.susd.org/jtroutman/progressive\\_era\\_vocabulary.htm](http://ex.susd.org/jtroutman/progressive_era_vocabulary.htm) Progressive Era Vocabulary

[http://wps.ablongman.com/long\\_divine\\_app\\_6/0,2437,31419-,00.html](http://wps.ablongman.com/long_divine_app_6/0,2437,31419-,00.html)  
Thematic Timeline for the Progressive era

<http://www.dol.gov/asp/programs/history/mono-regsafefintrotoc.htm>  
Government Regulation of Workers' Safety and Health, 1877-1917

[http://encarta.msn.com/encyclopedia\\_1741500823\\_11/United\\_States\\_\(History\).html#s110](http://encarta.msn.com/encyclopedia_1741500823_11/United_States_(History).html#s110) Brief description on Industrialization and urbanization

<http://home.comcast.net/~mruland/USResources/Gilded/progressive.htm#prog>  
On line resources for people and events of the Progressive Era.

<http://www.digitalhistory.uh.edu/historyonline/chron20.cfm> Progressive Era timeline – 20<sup>th</sup> Century

<http://www.digitalhistory.uh.edu/modules/progressivism/index.cfm> Fact sheets

	<p>for urban political machines; immigration; problems of youth; progressive reforms and the trusts.</p> <p><a href="http://www.andrew.cmu.edu/course/79-204/Timeline.html">http://www.andrew.cmu.edu/course/79-204/Timeline.html</a> Provides names of people and events for the Progressive Era</p> <p><a href="http://www.graphic.org/goindex.html">http://www.graphic.org/goindex.html</a> Index graphic organizers</p> <p><a href="http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm">http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm</a> Source for various graphic organizers</p> <p><a href="http://www.teachervision.fen.com/lesson-plans/lesson-6293.html?hgs110101">http://www.teachervision.fen.com/lesson-plans/lesson-6293.html?hgs110101</a> printable graphic organizers.</p> <p><a href="http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm">http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm</a> Printable graphic organizers</p> <p><a href="http://memory.loc.gov/learn/lessons/98/labor/plan.html#overview">http://memory.loc.gov/learn/lessons/98/labor/plan.html#overview</a> Lesson Plan for Child labor during the Progressive Era.</p> <p>“Hanna, Marcus Alonzo”, <u>Microsoft Encarta 98 - Encyclopedia 1993-1997</u> Reference source for Marcus Hanna</p> <p>“McKinley, William,” <u>Microsoft Encarta 98 Encyclopedia 1993 – 1997 –</u> Encyclopedia source for William McKinley</p> <p>“Taft, William”, <u>Microsoft Encarta 98 Encyclopedia 1993 – 1997 –</u> Encyclopedia source for Wm Taft</p> <p>“Roosevelt, Theodore”, <u>Microsoft Encarta 98 Encyclopedia 1993 – 1997 –</u> Encyclopedia source for Theodore Roosevelt</p> <p><a href="http://en.wikipedia.org/wiki/History_of_the_United_States_%281865-1918%29#.22The_Gilded_Age.22">http://en.wikipedia.org/wiki/History_of_the_United_States_%281865-1918%29#.22The_Gilded_Age.22</a> Timeline and topics in US history from 1865 – 1918</p> <p><a href="http://www.accel-team.com/scientific/scientific_02.html">http://www.accel-team.com/scientific/scientific_02.html</a> Overview for Frederick Taylor and Scientific Management</p> <p><a href="http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html">http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html</a> Political Cartoons for Progressive era policies</p> <p><a href="http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html">http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html</a> Lesson plan for Progressive era political Cartoons.</p>
<p><b>Collaboration/Sharing</b></p> <ul style="list-style-type: none"> <li>• <b>How will this lesson support the interdisciplinary process?</b></li> </ul> <p>How will student</p>	<p>Language Arts / Writing / Math</p> <p>Students will record information in an organized manner.</p> <p>Students will use sequence of dates and events to create a timeline for the Progressive era.</p> <p>Timeline will be placed in classroom for students’ use.</p>

products be showcased?	
<p>Assessment</p> <ul style="list-style-type: none"> <li>• How will student products and/or process be assessed?</li> <li>• How will you communicate student expectation? Rubric?</li> </ul>	<p>After Completing <u>The Changing Times Lesson</u> students will complete these (2) activities for a formal assessment of the Progressive era.</p> <p>Activity #1 Students will:</p> <ol style="list-style-type: none"> <li>1. Write a 200 word page <u>identifying events</u> read about in the secondary readings, including the <u>timelines and the causes</u> that led up to that event.</li> </ol> <p><i>Rubric Score</i></p> <p>4= Identified more than two correct events. Identified more than two correct causes for the named events. Answer was written for superior understanding of events and caused chosen.</p> <p>3= Identified two correct events. Identified two causes for the named events. Answer was written for average understanding of events and cause chosen.</p> <p>2= Identified one correct event. Identified one cause for the event. Answer was written in average understanding of event and cause chosen</p> <p>1 = Identified a correct event but no correct cause.</p> <p>0 = Did not identify a correct event or cause.</p> <p>ACTIVITY #2</p> <p>Students will <u>take dates and events from a specific topic chosen from Changing Times Lesson</u> on the Progressive time line and <u>create an authentic visual aid</u> that depicts major groups of people or persons, or major events important to the Progressive era. (Individual or small groups)</p> <p>Possible visuals BUT NOT LIMITED TO:</p> <ol style="list-style-type: none"> <li>A. Three fold board with researched accounts of important people and their roles in the Progressive era of US History.</li> <li>B. Create a power point presentation of major cause and effects of events in the Progressive Era.</li> <li>C. Research literature, texts for speeches, newspapers and web sites to create a (3) fold board that depicts the purpose of the progressives in at least (2) different particular groups.</li> </ol> <p>Rubric for Assignment #2 Choices A and B</p> <p>Visuals</p> <p>(4) Points = Includes more than 4 different major groups and/or people and/or events. (Can be any combination of the above). Accurately provides information about each choice including dates, location, topics and how the choices relate to the Progressive Era. The display should be colorful, eye catching, correct spelling and grammar. Research notes to be turned in with visual.</p> <p>(3) Points = At Least 4 different major groups and/or people and/or events. (Can be any combination of the above). Accurately provides information about each choice including dates, location, topics and how the choices relate to the</p>

	<p>Progressive Era. The display should include visuals of each choice and be colorful, eye catching, correct spelling and grammar. Research notes to be turned in with visual.</p> <p>(2) points = (2 – 3) different major groups and/or people and/or events. (Can be any combination of the above). Accurately provides information about each choice including dates, location, topics and how the choices relate to the Progressive Era. The display should include visuals of each choice and be colorful, eye catching, correct spelling and grammar. Research notes to be turned in with visual.</p> <p>(1) point = 1 major group or person or event. Accurately provides information about choice including dates, location, topics and how the choice relates to the Progressive Era. The display should include visuals of your choice and be colorful, eye catching, correct spelling and grammar. Research notes to be turned in with visual.</p> <p>Selection C Visual</p> <p>(2) points = Research (2) or more different progressive groups. Accurately provides information about each choice including dates, location, topics and how the choices relate to the Progressive Era. The display should include visuals and be colorful, eye catching, correct spelling and grammar. Research notes to be turned in with visual.</p> <p>(1) point = Research 1 progressive groups. Accurately provides information about choice including dates, location, topics and how the choice relates to the Progressive Era. The display should include visuals and be colorful, eye catching correct spelling and grammar. Research notes to be turned in with visual.</p>
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## Extended Activities

### A YOUNG LIFE AND HARD WORK

Students will:

1. analyze primary documents to determine individual feelings toward child labor and treatment to immigrants by industrial owners during the Progressive Era.

Students will pair up and follow the directions to navigate through selected sections of this web site.

Students and teacher will navigate the web site for The Triangle Factory Fire.

<http://www.ilr.cornell.edu/trianglefire>

1. Read - About this Exhibit.
2. Read – Sweatshops & Strikes Before 1911
  - a. Go to the Song The Uprising of the Twenty Thousand  
Students will write their interpretation of the song. *Remember* to tell Who the song is about, When the song was written, For whom was the song written? And determine why the song was written.
  - b. Go to the primary document Pauline Newman’s Letter.

Students will read the letter and analyze why the letter was written. Remember to tell when it was written, Who wrote the letter, Who was the letter written to? What was the purpose of the letter? This is a primary document. How can this letter help you understand the labor laws and treatment of immigrants during the Progressive Era?

- c. Go to Stories of Survivors, read (1) of the (4) of the survivor stories. Summarize the one you read. Describe how you feel the story's account of what went on outside the building on fire.
- d. Go to related/cartoons. Analyze cartoon #1. Using the handout for analyzing Political cartoons, tell what the cartoon is saying about the poor labor conditions in the factories.
- e. Go to Mourning and protest. Read for understanding of effects that were carried out due to the Fire at Triangle Factory. Describe the actions of the people in the union, the cities and courts. Explain if any things changed from this tragedy



Name: Elois Henderson

School: Dayton Public Schools Resource Teacher Grade Level: 9

Lesson Plan Title: Progressive Era – Industrialization

<b>Content Area(s)</b>	American History
<b>Learning Objectives)</b>	<b>Teacher and students will explore the backgrounds of some of the important people in the Progressive era.</b>
<b>Benchmarks for the Ohio Academic Content Standards for Social Studies</b>	<p>History B. Explain the social, political and economic effects of industrialization.</p> <p>Geography C. Analyze the patterns and processes of movement of people, products and ideas. Economics A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them and who will consume them. B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.</p> <p>Citizenship Rights &amp; Responsibilities C. Analyze ways people achieve governmental change, including political action, social protest and revolution. B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the right of others, and the common good</p> <p>Social Studies Skills &amp; Methods D. Analyze ways people achieve governmental change, including political action social protest and revolution. Explain how individual rights are relative, not absolute and describe the balance between individual rights, the rights of others, and the common good.</p>
<b>Indicators for above Benchmarks of the Ohio Academic Content Standards for Social Studies</b>	<p>History B – 1 Explain the effects of industrialization in the United States in the 19<sup>th</sup> century including a. Changes in work, b. Immigration and child labor and their impact on the labor force, c. Modernization of agriculture, d. Urbanization, 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on b. Monopolies c. Standard of living. 3. Analyze the reasons for the rise and growth of Labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including a. Unregulated working</p>

	<p>conditions, b. Laissez-faire policies toward big businesses, c. Violence toward supporters of organized labor.</p> <p>4 Explain the goals and outcomes of the late 19<sup>th</sup> and early 20<sup>th</sup> century reform movements of Populism and Progressivism with emphasis on: a. Urban reforms; b. Conservation; c. Business regulation and antitrust legislation; d. The movement for public schooling; e. The regulation of child labor.</p> <p>PS C. 5 Explain the effects of immigration on society in the United States including a. Housing patterns, b. political affiliation, e. labor practices</p> <p>Geography A 1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including: a. Urban areas, d. centers of industry and technology C. Analyze the geographic processes that contributed to changes in American society including: a. industrialization and post industrialization, b. urbanization and sub-urbanization, c. immigration.</p> <p>Economics A 2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy. B. 3 Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals businesses.</p> <p>Citizenship R&amp;R a. 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on a. extension of suffrage, b. labor legislation, f. business regulation.</p> <p>E. 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including a. clear and present danger, b. compelling government interest d. libel or slander, e public safety, f. equal opportunity</p> <p>SS Skills &amp; Methods A 1. Determine the credibility of sources by considering the following a. the qualification and reputation of the writer, b. agreement with other credible sources,, c. recognition of stereotypes, d. accuracy and consistency of sources, e. the circumstances in which the author prepared the source.</p> <p>B. 3. Analyze one or more issues and present a persuasive argument to defend a position.</p>
<p><b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)</p>	<p>Teacher will choose and read ahead of class assigned resource materials for the understanding of topics on the time line of the Progressive Era and the important people in the Progressive Era of the United States (See references)</p> <p>Immigration      Progressivism  Industrialization   Reforms  Labor force      Suffragette  Monopolies      Trade union  Muckrakers      Trusts  Political machine   Urbanization  Progressives</p>

	<p>Addams, Jane  Baker, Ray Stannard  Barney, E.E.  Bryan, William Jennings  Carnegie, Andrew  Flager, Henry  Hanna, Marcus  LaFollette, Robert  McKinley, William  Moskowitz, Jacob  Patterson, John  Paul, Alice  Rockefeller, John D.  Roosevelt, Theodore  Stanton, Elizabeth Cady  Taft, William  Tarbell, Ida  Wilson, Woodrow</p>
<p><b>Core Activities</b> (Detail in steps with division of time)</p>	<p>(3 Days ) Students will:</p> <ol style="list-style-type: none"> <li>1. Match topics on the classroom timeline with important people in the Progressive Era of the USA. <i>Introduction:</i> Students and teacher will review classroom timeline. Teacher will provide students with a list of important people and vocabulary words relevant to the Progressive Era. (<i>Prepared transparency with lists.</i>) Students should have definitions for the vocabulary words in notebooks and a list of important people during the Progressive era before computer research assignment.</li> </ol> <p>Teacher will provide students with appropriate web site listings to locate important people. Each student will search on the computer to locate (6) pictures of important people and create a matching paper with correct vocabulary word(s). (2 Days)</p> <p><b>Introduction</b></p> <p>Teacher will review definitions for assigned vocabulary words. Students will read aloud their definitions for class discussion and accuracy of definition.</p> <p><i>Class Participation:</i> Students will use vocabulary words to describe and defend their description of important people. If students feel there is not an acceptable vocabulary word, then they must provide a word that fits into the Progressive period and defend why they would use that word.</p> <p>(2 Days)</p> <p><i>Introduction:</i> Teacher will introduce the (3) prominent presidents in office during the Progressive era. William Taft, Theodore Roosevelt, William McKinley. The teacher will identify policies of the (3) presidents to include: <i>taxes, anti-trusts, local government, labor laws, better wages, job protection.</i></p> <p><i>Student Participation:</i> Students will take notes, ask questions and discuss note taking that will clarify the policies of the presidency</p> <p><i>Product to begin in class and completed for homework:</i>  Students will create a visual aid no larger than 11 ½ “ x 17 ½ “ that will compare</p>

	<p>reforms of the three presidents during this time. Information to be included are topics that reflect reforms of the progressive era.</p> <p>Graphic Organizer to be completed: Venn Diagram or acceptable graphic organizer selected by students and agreed upon by teacher that uses compare/contrast skills. Student product to be turned in for assessment.</p>
<p><b>Overview of Student Activities</b></p> <ul style="list-style-type: none"> <li>• How will you &amp; your students be using technology?</li> <li>• What learning strategies will be implemented? (<i>i.e., independent and or group work</i>)</li> <li>• What products will be developed by students?</li> </ul> <p><b>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</b></p>	<p>Students will: Be in <b>small cooperative learning groups</b> or can work individually. <b>Use</b> technology to locate facts for major players and definitions to match major players <b>Complete</b> a graphic organizer that depicts relevant information for the three presidents during the time era. <b>Compare and contrast</b> the policies/ social reforms in at least (3) different topics for the three presidents during the Progressive era. Students will create products of <b>visual aids, writing samples and graphic organizers</b> for policies of US presidents.</p>
<p><b>Resources/Materials</b> List software, websites, references, etc.</p>	<p><b>THE PROGRESSIVE ERA THE UNITED STATES 1900 – 1920 p. 1-2</b> <a href="http://www.nv.cc.va.us/home/nvsageh/Hist122/Part2/Progressive.htm">http://www.nv.cc.va.us/home/nvsageh/Hist122/Part2/Progressive.htm</a> Describes the situation at the turn of the Century: America 1900</p> <p><b>THE INDUSTRIAL REVOLUTION AND THE PROGRESSIVE ERA 1877 – 1913 p. 17 –22</b> <a href="http://www.kentlaw.edu/ilhs/curricul.htm">www.kentlaw.edu/ilhs/curricul.htm</a> (<b>The Industrial Revolution and the Progressive Era: 1877-1913</b>) Focuses on the struggles of labor to secure safe working conditions and reasonable compensation</p> <p><b>UNIT 9 THE PROGRESSIVE ERA, 1900 –1917</b> <a href="http://www.averillpark.k12.ny.us/curriculum/US_History/unit9.html">p.www.averillpark.k12.ny.us/curriculum/US_History/unit9.html</a> Describes and defines Progressivism, factors contributing to the movement, distinctive characteristics of immigrants, reforms and an assessment of the reforms</p> <p><b>US HISTORY: PROGRESSIVE ERA p. 1-2</b> <a href="http://wikibooks.org/wiki/US_History:Progressive_Era">http://wikibooks.org/wiki/US_History:Progressive_Era</a> Details Progressivism, labor reforms and prominent national figures during the Progressive Era in US.</p> <p><a href="http://pinzler.com/ushistory/timeline7.html">http://pinzler.com/ushistory/timeline7.html</a> Time line for US Constitution chronology.</p> <p><a href="http://www.pbs.org/amex/eleanor/peopleevents/index.html">www.pbs.org/amex/eleanor/peopleevents/index.html</a> Details Eleanor Roosevelt's opinions, thoughts and actions on the Progressive Era</p> <p><a href="http://www.wisbar.org/wislawmag/archive/history/pt09.html">http://www.wisbar.org/wislawmag/archive/history/pt09.html</a> Wisconsin enacted innovative workplace legislation as early as the 1860s. It also is important to note that the Progressives emphasized workplace reform not during Robert</p>

LaFollette's time as governor but during the administration of Gov. Francis McGovern (1911-15).

<http://www.ncr.org.uk/NCRHistory/jhp.htm> A brief description of John Patterson the businessman.

[http://ex.susd.org/jtroutman/progressive\\_era\\_vocabulary.htm](http://ex.susd.org/jtroutman/progressive_era_vocabulary.htm) Progressive Era Vocabulary

[http://wps.ablongman.com/long\\_divine\\_app\\_6/0,2437,31419-,00.html](http://wps.ablongman.com/long_divine_app_6/0,2437,31419-,00.html)  
Thematic Timeline for the Progressive era

<http://www.dol.gov/asp/programs/history/mono-regsafaintrotoc.htm>  
Government Regulation of Workers' Safety and Health, 1877-1917

[http://encarta.msn.com/encyclopedia\\_1741500823\\_11/United\\_States\\_\(History\).html#s110](http://encarta.msn.com/encyclopedia_1741500823_11/United_States_(History).html#s110) Brief description on Industrialization and urbanization

<http://home.comcast.net/~mruland/USResources/Gilded/progressive.htm#prog>  
On line resources for people and events of the Progressive Era.

<http://www.digitalhistory.uh.edu/historyonline/chron20.cfm> Progressive Era timeline – 20<sup>th</sup> Century

<http://www.digitalhistory.uh.edu/modules/progressivism/index.cfm> Fact sheets for urban political machines; immigration; problems of youth; progressive reforms and the trusts.

<http://www.andrew.cmu.edu/course/79-204/Timeline.html> Provides names of people and events for the Progressive Era

<http://www.graphic.org/goindex.html> Index graphic organizers

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm> Source for various graphic organizers

<http://www.teachervision.fen.com/lesson-plans/lesson-6293.html?hgs110101>  
printable graphic organizers.

“Hanna, Marcus Alonzo”, Microsoft Encarta 98 - Encyclopedia 1993-1997  
Reference source for Marcus Hanna

“McKinley, William,” Microsoft Encarta 98 Encyclopedia 1993 – 1997 –  
Encyclopedia source for William McKinley

“Taft, William”, Microsoft Encarta 98 Encyclopedia 1993 – 1997 – Encyclopedia  
source for Wm Taft

“Roosevelt, Theodore”, Microsoft Encarta 98 Encyclopedia 1993 – 1997 –

	<p>Encyclopedia source for Theodore Roosevelt</p> <p><a href="http://en.wikipedia.org/wiki/History_of_the_United_States_%281865-1918%29#.22The_Gilded_Age.22">http://en.wikipedia.org/wiki/History_of_the_United_States_%281865-1918%29#.22The_Gilded_Age.22</a> Timeline and topics in US history from 1865 – 1918</p>
<p><b>Collaboration/Sharing</b></p> <ul style="list-style-type: none"> <li>• How will this lesson support the inter disciplinary process?</li> <li>• How will student products be showcased?</li> </ul>	<p>Language Arts /Writing/ Visual Arts</p> <p>Students will <b>demonstrate</b> through written expression their <b>understanding</b> of the vocabulary words, major players and topics of the Progressive Era.</p> <p>Students will <b>create</b> a visual aid for important local, state, and national people.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• How will student products and/or process be assessed?</li> <li>• How will you communicate student expectation? Rubric?</li> </ul>	<p>Teacher will assess the visual product depicting important people and vocabulary words.</p> <p>Rubric:</p> <p>(4) Points: Includes (6) pictures with 1 or more correct vocabulary words for each picture. Student will read aloud at least (2) selections and answer any classroom questions about their selections.</p> <p>(3) Points: Includes (4-5) pictures with 1 or more correct vocabulary words for each picture. Student will read aloud at least (2) selections and answer any classroom questions about their selections.</p> <p>(2) Points: Includes (2-3) pictures with 1 or more correct vocabulary words for each picture. Student will read aloud at least (2) selections and answer any classroom questions about their selections.</p> <p>(1) Point: Includes (1) picture with 1 or more correct vocabulary words. Student will read aloud the selection and answers any classroom questions about their selection.</p> <p>Teacher will assess the finished product of the graphic organizer depicting (3) reforms of the (3) presidents during the Progressive era.</p> <p>Rubric:</p> <p>(2) points: Includes graphic organizer with accurate information for (2-3) reforms. (Show Compare/contrast skills)</p> <p>(1) Point: Includes graphic organizer with accurate information for (1) reform. (Show Compare/contrast skills)</p>

Extended Activity:

Students will choose (1) of the five following writing assignments to demonstrate their understanding of topics and important people during the Progressive era.

Writing assignments taken from: **“American History Writing Prompts” Scholastics workbook – pages 40 –42.** A writing workbook with 185 intriguing Historical facts and quotations with companion prompts that gets kids thinking and writing about the history you teach.

Robber Barons          Monopoly

Labor Unions          Child Labor

Jane Addams    Hull House

Rubric

(2) points = Student gave a clear statement of opinion as an answer to the questions asked.  
Student answered all questions asked.

(1) point = Student answered the question with a yes or no, but did not give a clear statement of opinion as an answer; did not answer all questions.



Name: Elois Henderson

School: Dayton Public Schools Resource Teacher Grade Level: 9

Lesson Plan Title: Progressive Era: Ohio & Miami Valley Connections

Content Area(s)	American History
Learning Objectives)	Teacher and students will view MY SCRAPBOOK to analyze primary sources for Ohio and the Miami Valley area that depict our state and local connections to the Progressive era.
Benchmarks for the Ohio Academic Content Standards for Social Studies	<p>History B. Explain the social, political and economic effects of industrialization. People in Societies B. Analyze the consequences of oppression, discrimination and conflict between cultures. C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p> <p>Geography C. Analyze the patterns and processes of movement of people, products and ideas.</p> <p>Economics B. Explain how U.S. government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability.</p> <p>Government A. analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions. Citizenship Rights &amp; Responsibilities A. Analyze ways people achieve governmental change, including political action, social protest and revolution</p> <p>SS Skills &amp; Methods A. Evaluate the reliability and credibility of sources.</p>
Indicators for above Benchmarks of the Ohio Academic Content Standards for Social Studies	<p>History B – 1 Explain the effects of industrialization in the United States in the 19<sup>th</sup> century including a. Changes in work, b. Immigration and child labor and their impact on the labor force, c. Modernization of agriculture, d. Urbanization, 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on b. Monopolies c. Standard of living. 3. Analyze the reasons for the rise and growth of Labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including a. Unregulated working conditions, b. Laissez-faire policies toward big businesses, c. Violence toward supporters of organized labor. 4 Explain the goals and outcomes of the late 19<sup>th</sup> and early 20<sup>th</sup> century reform movements of Populism and Progressivism with emphasis on: a. Urban reforms;</p>

	<p>b. Conservation; c. Business regulation and antitrust legislation; d. The movement for public schooling; e. The regulation of child labor.</p> <p>PS C. 5 Explain the effects of immigration on society in the United States including a. Housing patterns, b. political affiliation, e. labor practices</p> <p>Geography A 1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including: a. Urban areas, d. centers of industry and technology C. Analyze the geographic processes that contributed to changes in American society including: a. industrialization and post industrialization, b. urbanization and sub-urbanization, c. immigration.</p> <p>Economics A 2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy. B. 3 Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals businesses.</p> <p>Citizenship R&amp;R a. 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on a. extension of suffrage, b. labor legislation, f. business regulation.</p> <p>F. 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including a. clear and present danger, b. compelling government interest d. libel or slander, e public safety, f. equal opportunity</p> <p>SS Skills &amp; Methods A 1. Determine the credibility of sources by considering the following a. the qualification and reputation of the writer, b. agreement with other credible sources,, c. recognition of stereotypes, d. accuracy and consistency of sources, e. the circumstances in which the author prepared the source.</p> <p>B. 3. Analyze one or more issues and present a persuasive argument to defend a position.</p>
<p>Preparation for Teacher (Historical background that teacher must do to prepare for lesson)</p>	<p>Prepare copies of MY SCRAP BOOK worksheet for OHIO &amp; MIAMI VALLEY CONNECTIONS.</p> <p>View <u>My ScrapBook</u> web site before class time.</p> <p>Become familiar with analyzing strategies in <u>Doing History- A Strategic Guide to Document-Based Questions</u>.</p> <p>Be familiar with questions to be answered for each primary source.</p>
<p>Core Activities (Detail in steps with division of time)</p>	<p>Day (1)</p> <p><i>Introduction:</i> The teacher will discuss with students what primary and secondary sources are. The teacher will use the web site <a href="http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html">http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html</a> to demonstrate how to successfully analyze primary documents with information from the listed web site- and the workbook <u>Doing History – A Strategic Guide to Document – Based Questions</u>.</p> <p>Day 2</p> <p><i>Class Participation:</i></p>

	<p>Students will view MY SCRAP BOOK to analyze primary sources from Ohio and the Miami Valley area that depict our state and local connection to the Progressive Era  <a href="http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html">http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html</a> A web site for analyzing higher level thinking worksheets and  <a href="http://www.archives.gov">www.archives.gov</a> A cartoon analysis worksheet.</p> <p>Students will produce a written document that analyzes primary sources that connect Ohio &amp; the Miami Valley with the Progressive era.</p>
<p>Overview of Student Activities</p> <ul style="list-style-type: none"> <li>• How will you &amp; your students be using technology?</li> <li>• What learning strategies will be implemented? (<i>i.e., independent and or group work</i>)</li> <li>• What products will be developed by students?</li> </ul> <p>What skill(s) (Bloom’s Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Students will use technology to locate primary and secondary sources. Students will be placed in small groups or individual seating. Students will analyze primary sources. Students will demonstrate an understanding of how to successfully answer document based questions for primary sources. Students will produce a written/typed paper that answers the questions for each primary source to demonstrate their understanding of the connections for Ohio and the Miami Valley to the Progressive era.</p> <p><b>*****Extended Activities for the Local Connection: Day (1)</b></p> <p>After completing all the fact finding assignments in the Introduction lessons with primary and secondary sources students will analyze photos on the local level in Dayton Ohio during the progressive era using <u>Dayton Comes of Age – The City Through the Eyes of John Patterson</u>. Students will use analysis worksheets from the web site  <a href="http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html">http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html</a>. for photos <b>and</b> <u>Doing History – A Strategic Guide to Document-based Questions</u>, pg. 18 –22. View <u>Local Pictures</u> for photos to be analyzed. Be prepared to analyze at least (3) different photos, and discuss the local connections to the assigned topics in Progressive era- <u>Changing Times</u> and <u>Industrialization lessons</u>. (Labor/Social reforms/ Immigrations/ Women Rights/ Industrialization/ Political attitudes / Urbanization)  (Labor &amp; Industrialization/Transportation 21, 24, 31, 33, 36, 37, 39, 40, 43, 47, 51, 55, 57, 58, 59, 79, 94, 95,96, 97, 98, 100, 101, 102, 103,106, 108, 110, )  ,(Urbanization/Neighborhoods 64, 65, 66, 67, 69, 70, 71,72, 76, 80,)</p>
<p>Resources/Materials  List software, websites, references, etc.</p>	<p><a href="http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html">http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html</a> A web site for higher level thinking worksheets</p> <p><u>Doing History- A Strategic Guide to Document-Based Questions</u>. An excellent workbook for successfully analyzing document based questions.</p> <p><a href="http://www.archives.gov">www.archives.gov</a> A cartoon analysis worksheet.</p> <p><a href="http://worlddmc.Ohiolink.edu/OMP/YourScrapbook?scrapid=7726">http://worlddmc.Ohiolink.edu/OMP/YourScrapbook?scrapid=7726</a> My Scrap Book link for primary sources</p> <p>Student prepared classroom timelines</p>

	<b>Dayton Comes of Age – Through the Eyes of John Patterson, 1897-1922, Claudia Watson, 2002 pages (Labor &amp; Industrialization/Transportation 21, 24, 31, 33, 36, 37, 39, 40, 43, 47, 51, 55, 57, 58, 59, 79, 94, 95,96, 97, 98, 100, 101, 102, 103,106, 108, 110, ) ,(Urbanization/Neighborhoods 64, 65, 66, 67, 69, 70, 71,72, 76, 80)</b>
<b>Collaboration/Sharing</b> <ul style="list-style-type: none"> <li>How will this lesson support the inter disciplinary process?</li> <li>How will student products be showcased?</li> </ul>	Language Arts / Writing Students will write answers using complete sentences with accuracy and in reference to understanding primary documents. Students will use non-fiction reading and writing skills to demonstrate an understanding of the Progressive era
<b>Assessment</b> <ul style="list-style-type: none"> <li>How will student products and/or process be assessed?</li> <li>How will you communicate student expectation? Rubric?</li> </ul>	Teacher will provide opportunities for students to read aloud their answers to the document based questions. Students will qualify their answers with statements that demonstrate higher level thinking strategies. Teacher will assess how well the students used document-based questions strategies to answer questions for each primary document.

MY SCRAP BOOK WORKSHEET – Ohio & Miami Valley Connections (Created by Elois Henderson)

Primary Source	Title	Pages	Progressive topic	Question
Journal	Investigative Club Yearbook	Pages 4-7	Women Suffrage	Compare the topics of the minutes from the yearbook. What topics are discussed on the first page shown and the last page shown?
Poster	Fairy Bicycle Brochure	1-2	Transportation	Who would be interested in viewing these documents and why?
Government Document	Appeal on Behalf of miners in Jackson County Broadside	1-2	Labor	Why was the miners strike so important to the city of Wellston?
Political Cartoons	Willie and His Poppa Political Cartoons	2-6 or 6-10	Politics/Government	SEE HANDOUT FOR POLITICAL CARTOONS
Government document	Central Labor Union Grievance Blank	1-2	Labor/Union Strikes	Does a completed grievance form have enough information to declare unfair practices
Newspaper article	Henry M Flager Article	1	Industrialist	How does the writer want us to feel about Henry Flager?

Advertisements	Forest City Motor Car Company Catalog	2 - 12	Transportation	Which group of people would be most interested in buying these types of cars?
Poster/handbill	Suffrage Handbill	1-2	Women Suffrage	Which group of people would agree with this handbill? Which group would disagree?
Photographs	Defiance Electric Railway Photograph	1	Urbanization	How did the electric railway effect urbanization?
Photographs	National Tube Company Settlement house photographs	1-3	Immigration/ Labor/ Industry	How did the industry owners help the families of their workers? Do you agree with this type of help?

MIAMI VALLEY CONNECTION

John Patterson

<http://hbswk.hbs.edu/item.jhtml?id=1143&t=bizhistory> Article on sales techniques created by J. Patterson

<http://www.ncr.org.uk/NCRHistory/jhp.htm> Biography of John Patterson

Teacher will Preread these articles on John Patterson .

Students will:

1. Read: John Patterson and the Sales Strategy of the National Cash Register Company 1884 – 1922
2. Explain John Patterson’s sales management techniques that have a great impact on selling today.
3. Read the four step for a sale. Describe how one of those steps was used on you, or a family member or friend to encourage you to buy something you may not have wanted.
4. Do you agree with any of the steps for a sale? Explain your answer
5. Students will hold class information sessions to discuss answers and personal connections.