

**Teaching American History:
Gilded Age and the Progressive Era**

Assignment #1: Lesson Plans 1-3

**Laura Pagington
Nashoba Regional High School**

These three lesson plans that encompass approximately 5-7 days of instruction on the Progressive Era in an 11th grade United States History class. The pace of the class and work on the major project of the unit (Progressive Era Photography Project) will determine exactly how many days of instruction this unit takes. This unit includes an introductory lesson plan that activates prior knowledge and deals with the “big ideas”, an interactive digital primary source activity that uses technology to teach students how to use photographic analysis to learn more about a historical period, and finally, a review and assessment activity that enables students to connect ideas and draw conclusions about the Progressive Era.

TAH GAPE Lesson Plan #1
Laura Pagington

Class: United States History

Unit: The Progressive Era

Grade level: 11th Grade, College Prep

Standards: Massachusetts History and Social Studies Curriculum Frameworks: United States History II: Page 77

USH.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People

- A. Jane Addams
- B. William Jennings Bryan
- C. John Dewey
- D. Robert La Follette
- E. President Theodore Roosevelt
- F. Upton Sinclair
- G. President William H. Taft
- H. Ida Tarbell
- I. President Woodrow Wilson

Policies

- A. bans against child labor
- B. the initiative referendum and its recall
- C. the Sherman Anti-Trust Act (1890)
- D. the Pure Food and Drug Act (1906)
- E. the Meat Packing Act (1906)
- F. the Federal Reserve Act (1913)
- G. the Clayton Anti-Trust Act (1914)
- H. the ratification of the Nineteenth Amendment in 1920

Topic: Introduction to the Progressive Era

Statement of Purpose: The purpose of this lesson will be to introduce students to key themes of the Progressive Era, by engaging them in the concept that the Progressive Era was a period characterized by reaction to the changes of the Gilded Age and the need for human intervention to solve social problems.

Learning Objectives:

* Students will be able to define and describe the challenges facing the United States at the turn of the 20th century.

* Students will be able to describe what the Progressive Era was and the types of Progressive movements that occurred during the early twentieth century, and what those movements sought to accomplish.

Schedule: Materials and Time –

This is a one day, 45 minute lesson plan

1-15 minutes: Students will be given the attached worksheet, which asks them to brainstorm the positive aspects of American life at the beginning of the 20th century and the negative aspects of American life at the beginning of the 20th century (reminding students to remember the issues we discussed in our studies of the Gilded Age). After students have had time to fill out the worksheet individually, we will collectively go over their answers. Students will be asked to share what they believed to be the most important positive aspects of the period and the most important negative aspects of the period.

15-25 minutes: The discussion will transition from assessing what were the negative aspects of the period to addressing what could be done to improve the problems of the time period—this will enable the students to begin to see what the Progressives hoped to do to improve the United States at the beginning of the twentieth century.

25-45 minutes: Students will be given a brief lecture (aided by note transparencies) regarding the Progressive Era.

Assessment: Students will be able to define and describe what the Progressive Era was and will be able to describe various movements of the Progressive Era. Students will be asked to describe the Progressive Era and its movements on an upcoming examination through short answer and essay questions.

References:

Appleby, Joyce and Alan Brinkley, Albert Broussard, James McPherson and Donald Ritchie, *The American Vision* (New York: McGraw Hill, 2005).

Brinkley, Alan, *The Unfinished Nation: A Concise History of the American People* (New York: McGraw Hill, 2004).

Fink, Leon and Thomas Paterson, eds., *Major Problems in the Gilded Age and Progressive Era*, 2nd ed. (Boston: Houghton-Mifflin, 2000).

McGerr, Michael, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920* (New York: Oxford UP, 2003).

Materials: Worksheet (attached), Notes (attached).

Introduction to Progressivism

Imagine: The year is 1900. You have always been a “glass is half-empty” kind of person. However, as your New Year’s resolution, you have decided to try to be more optimistic about things. You have decided to make a list of all of the good things in your life, community, state, America and the world. You can’t, however, forget all of the negatives, so while you are making a list of all of the positives, you list beside that everything that is wrong/could improve in the world at that time.

Positives	Negatives

Notes on the Progressive Era

- **What is Progressivism?**
 - American society was capable of improvement and continued growth and advancement (Brinkley 557).
 - Progress would only occur through human intervention to solve problems.
- **What started Progressivism?**
 - “Muckrakers”, who were crusading journalists.
 - Growing emphasis on expertise and professionalism.
- **What were the Progressive movements?**
 - Political Reform
 - Municipal reforms
 - State reforms
 - Maverick reform politicians
 - Growth of socialism in America (Eugene Debs receives 1 million votes in 1912).
 - Women’s rights
 - Suffrage
 - Birth Control
 - “New Woman”
 - Temperance
 - Women’s Christian Temperance Union
 - By 1916, 19 states had prohibition laws
 - 1919—18th Amendment (Prohibition)
 - Immigration
 - Immigration restriction laws
 - Settlement Houses
 - Business Reform
 - Monopolies
 - Labor reforms/worker protection
 - Consumer protection laws

TAH GAPE Lesson Plan #2
Laura Pagington

Class: United States History

Unit: The Progressive Era

Grade level: 11th Grade, College Prep

Standards: Massachusetts History and Social Studies Curriculum Frameworks: United States History II: Page 77

USH.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People

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Topic: Images of the Progressive Era: Progressive Era Photography Project

Statement of Purpose:

Learning Objectives:

- * Students will be able to learn how to analyze photographic images.
- * Students will be able to analyze photographic images to better understand key themes of the Progressive Era.
- * Students will be able to describe what the Progressive Era was and the types of Progressive movements that occurred during the early twentieth century.

Schedule: Materials and Time –
This is a four day lesson plan (45 minutes each day).

Assessment: Students will be assessed on their completion of the activity through the rubric included in the activity packet.

References:

Texts:

- Appleby, Joyce and Alan Brinkley, Albert Broussard, James McPherson and Donald Ritchie, *The American Vision* (New York: McGraw Hill, 2005).
 Brinkley, Alan, *The Unfinished Nation: A Concise History of the American People* (New York: McGraw Hill, 2004).
 Fink, Leon and Thomas Paterson, eds., *Major Problems in the Gilded Age and Progressive Era*, 2nd ed. (Boston: Houghton-Mifflin, 2000).
 McGerr, Michael, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920* (New York: Oxford UP, 2003).

Websites:

- American Memory Project,
<http://memory.loc.gov/ammem/index.html>
 American Photographs: The First Century,
<http://nmaa-ryder.si.edu/helios/amerphotos.html>
 Child Labor Photographs,
[http://lweb2.loc.gov/cgi-bin/query/p?pp/nclc:@FIELD\(COLLID+nclc\)::SortBy=CALL](http://lweb2.loc.gov/cgi-bin/query/p?pp/nclc:@FIELD(COLLID+nclc)::SortBy=CALL)
 Lewis W. Hine Child Labor Photographs,
<http://www.historyplace.com/unitedstates/childlabor/index.html>
 Lower East Side Tenement Museum,
<http://www.tenement.org/research.html>
 Muckrakers,
<http://www.pace.edu/library/pages/links/muckrakers/Pages/Muckrakers.htm>
 Photography and Social Reform,
http://xroads.virginia.edu/~MA01/davis/photography/reform/progressive_era.html
 Photographs from the Chicago Daily News,
<http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html>
 Photographs of Urbanization in the Progressive Era,
<http://memory.loc.gov/learn/features/timeline/progress/cities/urban.html>
 Picturing Modern America, <http://www.edc.org/CCT/PMA/>
 The Triangle Factory Fire, <http://www.ilr.cornell.edu/trianglefire/photos/default.html>
 Touring America: Photographs from the Detroit Publishing Company,
<http://memory.loc.gov/ammem/collections/touring/index.html>
 Votes for Women: Suffrage Pictures,
<http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

Materials: Access to Computer Lab and Internet, Activity packet (attached).

THE PROGRESSIVE ERA PHOTOGRAPHY PROJECT

Photography emerged as a form of technology, communication, and art during the mid-1800s. By time the 20th century began, there were thousands of photographers across the United States. Photography helps to bring history alive, and therefore is an important part of the study of American history from the 20th century.

There are thousands of photographs available from the Progressive Era (the period from 1900-1920 characterized as a time featuring reactions to the great changes that had occurred in America during the late 19th century due to industrialization, urbanization, and immigration). In the last few years, many of these photographs have been digitized, so now you can access them online.

Over the new few days, we will be examining the vast and rich collection of photographs that exist on the Internet.

- First, you will be learning how to analyze photographs to find out the story behind the image.
- Then, you will be examining the databases, archives, websites, and collections that I have located for you (all available on Mrs. Pagington's Sharepoint site:
<http://web.nrsd.net/schools/nrh/pagington>).
- Finally, You will be creating an exhibit of photographs that touch on at least three major themes of the Progressive Era, analyzing the photographs to explain what they have to tell about the Progressive Era and sharing your exhibit with your classmates (via a PowerPoint presentation).
- More specific directions and a rubric for this project are found on the following pages.

Okay, lets begin!

The first step is to go to Mrs. Pagington's Sharepoint site and click on the tab for E Period U.S. History. On the right side of that page, you will see a section entitled "Links".

- Click on the very first link, Picturing Modern America (<http://www.edc.org/CCT/PMA/>). This website features some exercises that will help us to learn how to analyze photographs.
- Click on "Image Detective". On this page, look for the bubble that says "See How A Scholar Investigates An Image" and click on that. Follow those links.
- After you have seen how a scholar examines a photograph, go back to the main page for "Image Detective" and click on any picture to begin. You will be looking at a photograph, posing a question about what is going on in the picture, gathering clues, examining background information and drawing a conclusion. You must do this for at least 4 different pictures on the "Image Detective" main page.
- Please summarize what you learned about your 4 different photographs below.

Now that you have learned about some of the ways in which historians analyze historical photographs to learn about the past, you will be doing the same thing. You will be exploring online photography resources (websites are posted on Sharepoint and listed below), seeing what types of photographs you find. Describe what you have seen on the next page. Websites:

The Triangle Factory Fire:

<http://www.ilr.cornell.edu/trianglefire/photos/default.html>

Child Labor Photographs:

[http://lcweb2.loc.gov/cgi-bin/query/p?pp/nclc:@FIELD\(COLLID+nclc\)::SortBy=CALL](http://lcweb2.loc.gov/cgi-bin/query/p?pp/nclc:@FIELD(COLLID+nclc)::SortBy=CALL)

Touring America: Photographs from the Detroit Publishing Company:

<http://memory.loc.gov/ammem/collections/touring/index.html>

Lewis W. Hine Child Labor Photographs:

<http://www.historyplace.com/unitedstates/childlabor/index.html>

Votes for Women: Suffrage Pictures:

<http://memory.loc.gov/ammem/vfwhtml/vfwhome.html>

Photographs from the Chicago Daily News:

<http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html>

American Memory Project:

<http://memory.loc.gov/ammem/index.html>

Muckrakers:

<http://www.pace.edu/library/pages/links/muckrakers/Pages/Muckrakers.htm>

Lower East Side Tenement Museum:

<http://www.tenement.org/research.html>

Photographs of Urbanization in the Progressive Era:

<http://memory.loc.gov/learn/features/timeline/progress/cities/urban.html>

American Photographs: The First Century

<http://nmaa-ryder.si.edu/helios/amerphotos.html>

Photography and Social Reform:

http://xroads.virginia.edu/~MA01/davis/photography/reform/progressive_era.html

You may look for other websites by Googling "Progressive Era Photographs". Please check in with Mrs. Pagington to have site approved.

List the website you have visited (you must visit at least 4 of the websites) and describe the types of images that you see.

Website #1

Website #2

Website #3

Website #4

After spending some time exploring the websites, you will be choosing **5** photographs from the Progressive Era from the websites, and analyzing those photographs using the method that you have just learned. The photographs that you select must represent at least **3** of the themes of the Progressive Era listed below.

- Corporations and Labor: Child labor, unions, worker and consumer protection, Triangle Fire, The Jungle, etc.
- Urbanization and Immigration: Growth of cities, nativism, settlement houses, etc.
- Women's Rights: Birth control movement, suffragettes, changing role of women in society.
- Progressive Reformers: Politicians, muckrakers, crusaders.
- Political changes: Votes for women, government reforms, progressive political interventions.
- Temperance/Prohibition: Moderation or banning of alcohol.
- You may also select a theme of your own choosing-- consider: conservation, social welfare, tariffs, anti-trust action, youth reform, socialism.

While you are looking for your 5 photographs, keep in mind that you are looking for photographs with a story to tell. Look for photographs that raise questions in your mind regarding what is going on in the picture, who the people are, and what the image represents.

You should save the links to your photographs by copying and pasting the links onto a Microsoft Word document. You may choose to find your 5 photographs and then analyze the pictures OR select and analyze photographs one at a time. Follow the steps you learned on the **Picturing Modern America** site:

- 1) Form a question about the image.
- 2) Gather clues about what is going on in the image.
- 3) Use information to analyze what is going on in the image.
- 4) Draw a conclusion about the image.

After you have analyzed your images, open up PowerPoint. You will be creating a PowerPoint slide show of your images. Your slide show must have the following features:

_____ Slide 1: Title Page featuring your name.

_____ Slide 2: A summary (at least two sentences) defining the Progressive Era (in your own words).

_____ Slides 3, 4, 5, 6, 7: Your image (copy and paste it from the site you found it on and analysis of the image. The analysis must be based upon following the four steps from Picturing Modern America AND must describe which theme of the Progressive Era the image is representative of. You must also put the web address of the photograph so that I will know where you got it from.

Rubric for Photograph Project

This project is worth 100 points total.

Excellent scores a 91-100

Good scores a 80-90

Satisfactory scores a 70-79

Poor scores lower than a 69

	Excellent	Good	Satisfactory	Poor
PowerPoint	PowerPoint presentation features all requirements (title page, Progressive Era definition, 5 photographs with analysis and citations). Care was employed in creating a neat, attractive, well organized PowerPoint.	PowerPoint presentation features all requirements (title page, Progressive Era definition, 5 photographs with analysis and citations). PowerPoint is neat and organized.	PowerPoint presentation features all requirements (title page, Progressive Era definition, 5 photographs with analysis and citations). More time could have been spent in organizing the PowerPoint.	PowerPoint presentation is missing at least one requirement. More time could have been spent in preparing the presentation.
Photography Analysis	The photography analysis process was followed. Analysis showcases an important image that highlights a key theme of the Progressive Era. Analysis is thoughtful, detailed, and thorough.	The photography analysis process was followed. Analysis showcases an important image that highlights a key theme of the Progressive Era. Analysis is completed.	The photography analysis process was followed. Analysis showcases an important image that highlights a key theme of the Progressive Era. Analysis is incomplete, and does not feature enough supporting details.	The photography analysis process is not followed. Images selected are not analyzed appropriately, or inappropriate images were selected for analysis.
Question Packet	All questions in packet are answered in complete sentences, with thoughtful answers.	All questions in this packet are answered in complete sentences and all major points of the questions are addressed.	All questions in packet are answered. More time could have been spent detailing answers.	At least one question is not answered. Answers are not detailed, incomplete and feature little to no analysis.

TAH GAPE Lesson Plan #3
Laura Pagington

Class: United States History

Unit: The Progressive Era

Grade level: 11th Grade, College Prep

Standards: Massachusetts History and Social Studies Curriculum Frameworks: United States History II: Page 77

USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People

- S. Jane Addams
- T. William Jennings Bryan
- U. John Dewey
- V. Robert La Follette
- W. President Theodore Roosevelt
- X. Upton Sinclair
- Y. President William H. Taft
- Z. Ida Tarbell
- AA. President Woodrow Wilson

Policies

- Q. bans against child labor
- R. the initiative referendum and its recall
- S. the Sherman Anti-Trust Act (1890)
- T. the Pure Food and Drug Act (1906)
- U. the Meat Packing Act (1906)
- V. the Federal Reserve Act (1913)
- W. the Clayton Anti-Trust Act (1914)
- X. the ratification of the Nineteenth Amendment in 1920

Topic: Drawing Conclusions about the Progressive Era

Statement of Purpose: The purpose of this lesson will be to enable students to draw conclusions about the Progressive Era, by assessing what they have learned about the Progressive Era and having a guided discussion of the results of the Progressive Era, as well as through analysis and comparison of the Progress Era and modern reform eras.

Learning Objectives:

* Students will be able to assess the successes and failures of the Progressive Era and of the various movements of the Progressive Era.

* Students will be able to contrast the results of the Progressive Era with modern movements to improve society.

Schedule: Materials and Time –

This is a one day, 45 minute lesson plan

1-15 minutes: Students will be given the attached worksheet, which asks them to describe at least three progressive movements that they studied and to assess the success and failures of the chosen progressive movement.

15-45 minutes: There will be a guided discussion of the themes presented through the worksheet, through which the class will assess the overall success of the Progressive Era and will compare and contrast progressive movements of the historic era with current progressive movements such as environmentalism, litigation reform, campaign finance reform, etc.

Assessment: Students will be able to access the successes and failures of the Progressive Era on an upcoming examination through an essay question which asks “The Progressive Era is noted for having both successes and failures. To what degree do you believe the Progressive Era was a success? Why? Please give examples. To what degree do you believe that the Progressive Era was a failure? Why? Please give examples. Which Progressive Era movements do you believe to have been most successful and why? Which Progressive Era movements do you believe to have been a failure and why?”

References:

Appleby, Joyce and Alan Brinkley, Albert Broussard, James McPherson and Donald Ritchie, *The American Vision* (New York: McGraw Hill, 2005).

Brinkley, Alan, *The Unfinished Nation: A Concise History of the American People* (New York: McGraw Hill, 2004).

Fink, Leon and Thomas Paterson, eds., *Major Problems in the Gilded Age and Progressive Era*, 2nd ed. (Boston: Houghton-Mifflin, 2000).

McGerr, Michael, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920* (New York: Oxford UP, 2003).

Materials: Worksheet (attached).

Assessment of the Progressive Era

Directions: Assess the success and failure of a minimum of three of the listed Progressive movements in the chart below.

Progressive Movements: Temperance/Prohibition, Suffrage, Consumer Protection, Labor Reforms and Worker Protection, Political Reforms, Settlement Houses

Progressive Movement	Successes of the Movement	Failures of the Movement

