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# The Progressive Movement



**NYC Department of Education**  
**Department of Social Studies**  
**Unit of Study**

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## **Department of Social Studies**

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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**THE PROGRESSIVE ERA  
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# I.

## The Planning Framework

### *The Progressive Era*



Political Cartoon

<http://www.archives.gov/education/lessons/election-cartoons/>



### HOW THIS UNIT WAS DEVELOPED

- This unit is the second unit of the Grade 8 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **The Progressive Era** is “*How do people effect change and reform?*”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the social changes that took place in America. Therefore, one of the focus questions is, “What social reforms characterized the Progressive Era?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.
- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

**TEACHER BACKGROUND  
THE PROGRESSIVE ERA**

"The first requisite of a good citizen in this Republic of ours is that he shall be able and willing to pull his weight."

-Theodore Roosevelt, 26<sup>th</sup> President of the United States, Progressive leader

The turn of the century brought unprecedented growth to America, especially as industrialization brought citizens from the farms to the city. People moved to the cities not only for the new opportunities there, but also because new inventions on the farms decreased the amount of labor needed to operate them successfully. In addition to the internal migration from farms to cities, foreign immigration led to a population explosion that fueled expansion of America's Industrial Revolution. The speed at which this growth took place left many problems in its wake. Overcrowding, poor sanitation, and exploitive business practices were just some of the growing pains felt in an industrial America.

A reform movement known as the Progressive Movement began to address many of these problems in the later 1800s and early 1900s. One of New York's leading Progressives was Theodore Roosevelt, who served as New York City police commissioner and state governor before his election as president from 1901 to 1909. Many American citizens felt a civic responsibility to become involved and to try to solve the problems that had been created. Once Progressive reforms began they touched all aspects of society, including suffrage, civil rights, temperance, the plight of the poor and concerns about the environment.

The early reforms focused on regulation of business and the economy. The rapid growth that resulted from the Industrial Revolution allowed many tycoons to gain almost unlimited power at the expense of both the American people and workers. Trust-busting, or the breaking up of monopolies, characterized Progressive Era business reform. Legislation focused on creating safer working conditions, and restricting child labor. Labor unions grew and brought attention to the forefront workers' rights. The government began to move away from the "laissez-faire" policies of the Gilded Age and one important step in that direction was the establishment of the income tax (16<sup>th</sup> Amendment).

Social reforms also marked the Progressive movement. The temperance movement was one social reform that resulted in the passage of the 18<sup>th</sup> Amendment, which prohibited the sale, manufacturing, and transportation of alcohol. Forward-thinking women, such as Jane Addams, began to address the needs of the urban poor and the new immigrants. A united women's suffrage reemerged on the national scene gaining women the right to vote with the passage of the 19<sup>th</sup> Amendment in 1920.

While many reforms and reformers focused on urban living, others such as John Muir, directed their energies on preserving what remained of the American wilderness.. Muir found political support in Theodore Roosevelt, who used his position to designate lands as national forests, parks and thus protecting them from private development.

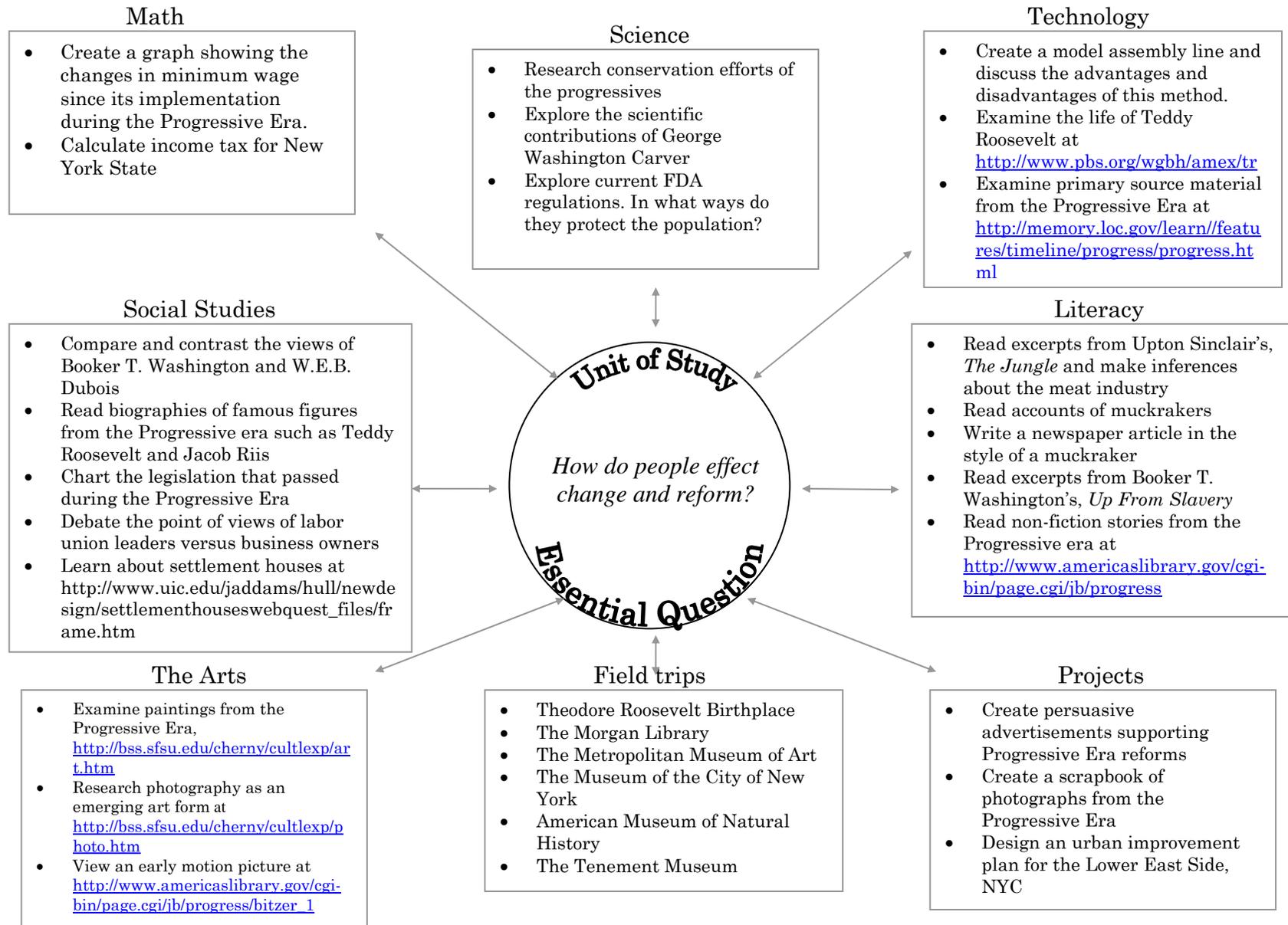
Investigative journalism, or muckraking, came into its own at this time and it too provided fuel for social change. Through their writing muckrakers exposed the ills of society, such as corruption and poverty.

Jacob Riis revealed the conditions of Lower East Side tenements in *How the Other Half Lives*. Lewis Hines, a New York City public school teacher, traveled the country photographing the grim lives of child laborers. Upton Sinclair took on the food industry of Chicago in his novel, *The Jungle*. Americans were seeing, hearing and reading about the ugly side of progress.

While the fervor of the Progressive Era faded with the impact of global events such as World War I and later, the Great Depression, the Progressives paved the way for social activism as a part of the fabric of the United States. American people continue to dedicate their time, and even much of their lives to helping people in their local community as well as the greater national and global community.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.

**BRAINSTORM WEB**



**TEACH**

**ESSENTIAL QUESTION**

**How do people effect change and reform?**

Content/Academic Vocabulary (sample)

Progressives	monopoly	Trust buster	labor union	strike	reform
collective bargaining	temperance	Prohibition	suffrage	socialism	activist muckrakers

Focus Questions



- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through private actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?



Student Outcomes

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Think about what you want the student to know and be able to do by the end of this unit.

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Content, Process and Skills

Understand the conditions that led to the reform movements of the Progressive Era  Recognize the contributions of social movements in the past and the present  Identify the legislation passed during the Progressive Era.  Research the role of labor unions	Analyze primary sources pertaining to government regulations  Use writing process to express new understandings  Read to predict outcomes, to answer questions, and to skim for facts  Identify themes that connect past and current events.
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## SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How do people effect change and reform?	<b>Progressivism</b> <ul style="list-style-type: none"> <li>Growth of the women’s suffrage movement</li> </ul>	<i>Launching the Unit</i> <ul style="list-style-type: none"> <li>Read aloud, “The Fourth Estate” or excerpt from Upton Sinclair’s, <i>The Jungle</i></li> <li>Explore perspectives on Women’s suffrage</li> <li>A-Z list on community service</li> </ul>
2.	How did immigration and industrialization conditions lead to the Progressive Movement?	The Progressive Era <ul style="list-style-type: none"> <li>Industrialism and immigration</li> </ul>	<i>Tenement Conditions Spark Reform</i> sample lesson <ul style="list-style-type: none"> <li>Participate in a read aloud from <i>Tenement Stories</i></li> <li>Identify conditions in the tenements</li> </ul> Consult <i>Tenement Stories – Immigrant Live, Tenement Life- Immigrant Life on the Lower East Side, Settlement Houses- Improving the Social Welfare of America’s Immigrants</i>
3.	How was change and reform promoted through individual actions?	<ul style="list-style-type: none"> <li>Key figures (Jacob Riis)</li> <li>Muckrakers</li> <li>Growth of the women’s suffrage movement</li> <li>Child labor laws</li> </ul>	<i>Progressive Hall of Fame</i> sample lesson <ul style="list-style-type: none"> <li>Examine primary source photographs by Lewis Hine</li> <li>Research a famous progressive in order to create a Hall of Fame poster</li> </ul> Consult <i>Kids at Work, Jane Addams, Marcus Garvey, People at the Center of the Industrial Revolution, The Muckrakers</i>
4.	How was change and reform reflected in government action?	<ul style="list-style-type: none"> <li>Temperance/Prohibition</li> </ul> <b>Legislative Reform</b> Government Regulation <ul style="list-style-type: none"> <li>Labor reform legislation</li> <li>Trust busting</li> <li>Government regulation of railroads</li> </ul>	<i>Change and Reform through Government Action</i> sample lesson <ul style="list-style-type: none"> <li>Analyze a political cartoon</li> <li>Explore the different points of view surrounding progressive reforms</li> <li>Participate in a role play</li> </ul> Consult <i>The Federal Reserve Act., Progressive</i>

		<ul style="list-style-type: none"> <li>• Graduated income tax</li> <li>• Federal Reserve Act</li> </ul>	<i>Leaders, The Sherman Antitrust Act</i>
5.	What reforms of the Progressive era are still seen today?	<ul style="list-style-type: none"> <li>• NAACP and civil rights movement</li> <li>• Rise of the Socialist Movement</li> <li>• Labor reform legislation</li> <li>• Minimum wage</li> <li>• Labor unions</li> <li>• Collective bargaining</li> <li>• Workman's compensation</li> <li>• Child labor laws</li> <li>• Safety regulations</li> </ul>	<i>Progressive Reforms: Then and Now</i> sample lesson <ul style="list-style-type: none"> <li>• Evaluate progressive reforms in relation to their relevance today</li> <li>• Participate in a Socratic conversation regarding reforms</li> </ul> Consult <i>The Nineteenth Amendment, Great Americans: John Muir, The War Between Bosses and Workers</i>
6.	What social reforms characterized the Progressive era?	<ul style="list-style-type: none"> <li>• Muckrakers</li> </ul>	<i>The Role of the News</i> sample lesson <ul style="list-style-type: none"> <li>• Participate in a shared-reading, "Going Undercover."</li> <li>• Analyze the format and purposes of a news magazine with an A-Z list</li> </ul> Consult <i>The Muckrakers</i>
7.	How was change and reform promoted through individual actions?	The Progressive Era <ul style="list-style-type: none"> <li>• Industrialization and immigration</li> <li>• Key figures (Teddy Roosevelt)</li> <li>• Muckrakers</li> </ul>	<i>Progressives and Muckrakers</i> sample lesson <ul style="list-style-type: none"> <li>• Explore muckrakers and progressives through a cartoon analysis, a shared reading, an independent reading and graphic organizers</li> </ul> Consult <i>A History of Us: An Age of Extremes</i>
8.	Multiple focus questions addressed: <ul style="list-style-type: none"> <li>• How did immigration and industrialization conditions lead to the Progressive Movement?</li> <li>• How was change and reform promoted through individual actions?</li> <li>• What social reforms characterized the Progressive era?</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple content understandings addressed</li> </ul>	<i>Using Text Features to Build Background on the Progressive Era</i> sample lesson <ul style="list-style-type: none"> <li>• Participate in a word sort</li> <li>• Analyze text features</li> <li>• Use text features to conduct a content brainstorm</li> </ul> Consult <i>The Progressive Movement 1900 – 1920, Efforts to Reform American's New Industrial Society</i>

9.	<p>Multiple focus questions addressed:</p> <ul style="list-style-type: none"> <li>• How did immigration and industrialization conditions lead to the Progressive Movement?</li> <li>• How was change and reform promoted through individual actions?</li> <li>• What social reforms characterized the Progressive era?</li> </ul>	<ul style="list-style-type: none"> <li>• Industrialization and immigration</li> <li>• Key figures (John Muir)</li> <li>• Settlement houses</li> <li>• The 19<sup>th</sup> Amendment</li> </ul> <p><b>Legislative reform</b></p> <ul style="list-style-type: none"> <li>• Trust busting</li> <li>• Federal Reserve Act</li> </ul>	<p><i>How to conduct research on the Progressive Era</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze Progressive Era photos</li> <li>• Brainstorm key words for the Progressive Era</li> </ul> <p>Consult <i>A History of Us: An Age of Extremes, Prosecuting Trusts, The Federal Reserve Act, Settlement Houses, Political Reforms, John Muir</i>, <a href="http://www.loc.gov">www.loc.gov</a></p>
10	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>• Multiple content understandings addressed</li> </ul>	<p><i>How to conduct research on the Progressive Era</i> sample lesson continued</p> <ul style="list-style-type: none"> <li>• Review how to use an index</li> <li>• Conduct research using Multiple Sources: Multiple Perspectives graphic organizer</li> </ul>
11	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>• Multiple content understandings addressed</li> </ul>	<p><i>How to conduct research on the Progressive Era</i> sample lesson plan continued</p> <ul style="list-style-type: none"> <li>• Continue research</li> <li>• Complete a RAFT graphic organizer in order to prepare for writing assignment</li> </ul>
12	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>• Multiple content understandings addressed</li> </ul>	<p><i>How to use the 5 w's to write an article on the Progressive Era</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Complete an Exclusion Brainstorm</li> <li>• Participate in a shared reading</li> <li>• Establish criteria for an effective news article</li> <li>• Complete a graphic organizer to prepare for and begin writing article</li> </ul>
13	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>• Multiple content understandings addressed</li> </ul>	<p><i>How to use the 5 w's to write an article on the Progressive Era</i> sample lesson continued</p> <ul style="list-style-type: none"> <li>• Write article</li> </ul> <p>Consult <a href="http://eagle.brooklynpubliclibrary.org/Default/">http://eagle.brooklynpubliclibrary.org/Default/</a></p>

			<a href="http://www.spartacus.schoolnet.co.uk/USAmcclureM.htm">Skins/Beagle/Client.asp?Skin=Beagle http://www.spartacus.schoolnet.co.uk/USAmcclureM.htm</a>
14	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>Multiple content understandings addressed</li> </ul>	<p><i>Headlines on the Progressive Era</i> sample lesson</p> <ul style="list-style-type: none"> <li>Analyze both current and historic headlines</li> <li>Create a headline for the shared reading</li> <li>Create a headline for your article on the Progressive Era</li> </ul> <p>Consult <i>A History of Us: An Age of Extremes</i>  <a href="http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html">http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html</a>  <a href="http://historymatters.gmu.edu/d/5733/">http://historymatters.gmu.edu/d/5733/</a>  <a href="http://www.ilr.cornell.edu/trianglefire/texts/newspaper/nyt_032611_5.html?location=Fire!">http://www.ilr.cornell.edu/trianglefire/texts/newspaper/nyt_032611_5.html?location=Fire!</a></p>
15	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>Multiple content understandings addressed</li> </ul>	<p><i>How to Write a Bibliography</i> sample lesson</p> <ul style="list-style-type: none"> <li>Play two truths and a lie</li> <li>Analyze a bibliography from a trade book</li> <li>Create a citation with your group</li> <li>Create a bibliography for your research on the Progressive Era</li> </ul> <p>Consult <i>Kids At Work</i></p>
16	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>Key figures (Teddy Roosevelt)</li> <li>Settlement houses</li> <li>Labor unions</li> </ul>	<p><i>Primary Sources from the Progressive Era</i> sample lesson</p> <ul style="list-style-type: none"> <li>Define primary and secondary source</li> <li>Find an example of a primary source for your news article</li> </ul> <p>Consult <i>A History of Us: An Age of Extremes</i>, <i>Jane Addams</i></p>

17	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>Multiple content understandings addressed</li> </ul>	<i>How to Compile a News Magazine on the Progressive Era</i> sample lesson <ul style="list-style-type: none"> <li>Participate in a read aloud on “The Road not Taken”</li> <li>Analyze news magazines for formatting ideas</li> </ul>
18	Multiple focus questions addressed	<ul style="list-style-type: none"> <li>Multiple content understandings addressed</li> </ul>	<i>How to Compile a News Magazine on the Progressive Era</i> sample lesson continued <ul style="list-style-type: none"> <li>Create additional pieces for your news magazine</li> <li>Plan template</li> <li>Edit and proofread articles</li> <li>Put final touches on news magazine</li> <li>Share with class</li> </ul>
19	How do people effect change and reform?	<ul style="list-style-type: none"> <li>Multiple content understandings addressed</li> </ul>	<i>Putting It All Together</i> <ul style="list-style-type: none"> <li>Discuss focus questions</li> <li>Discuss the role of muckraking today</li> <li>Discuss the role of social activism and the concept of social responsibility</li> </ul>

**LEARNING AND PERFORMANCE STANDARDS CORRELATED  
TO: THE PROGRESSIVE ERA**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p><b>History of the United States and New York State</b> Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical</p> <p><b>World History</b> Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and</p>	<p>1.1a: Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans.</p> <p>1.2a: Describe the reasons for periodizing history in different ways.</p> <p>1.3d: Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</p> <p>1.4a: Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</p> <p>2.1a: Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish cultures and civilizations.</p>

the ways different people view the same event or issue from a variety of perspectives.

### **Geography**

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

### **Economics**

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Key Idea 4.2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

### **Civics, Citizenship and Government**

Key Idea 5.1: The study of civics, citizenship and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance and law.

Key Idea 5.3: Central to civics is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

3.1b: Understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models

4.1a: Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources

4.2d: Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.

5.1a: Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs

5.3a: Explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York over time.

***Sample list of strategies that Social Studies and ELA have in common.  
Check all that apply and add new strategies below***

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

**Add your own strategies:**

## NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others		Families	The Neighborhood	
First	Families are Important	Families, Now and Long Ago		Families in Communities	The Community	
Second	Our Community's Geography	New York City Over Time		Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities			Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)	The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945	Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		

## II.

# Principles Guiding the Development of this Unit



Political Cartoon

<http://www.archives.gov/education/lessons/election-cartoons/images/progressive-fallacies.gif>



## PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

*Quality social studies instruction must:*

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

## PREPARING CHILDREN FOR A GLOBAL COMMUNITY

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness. The virtual distance between nations and cultures has been rapidly decreasing due to changes in accessibility of information and increasing interdependence. Students need to learn to view the world as one interrelated system, to reflect on cultural lenses, to listen to voices from around the world, and to make connections to engage them as citizens of the world.

Globalization is the process of this interaction and integration among the people, companies, and governments of different nations. It is not new. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances (*The Levin Institute, Globalization101.org* ) while exchanging ideas, customs and values.

To nurture and promote global awareness, teachers must be sure to provide students with learning experiences and opportunities that incorporate tolerance of cultural differences, knowledge of world cultures and communities, and the appropriate infusion of global perspectives into daily instruction.

Student must understand that globally aware citizens are able to:

- connect the local and the global, including an understanding of how the actions of people around the planet have an economical, technological and cultural influence on all peoples of the world
- Participate in local and global economies
- Be open-minded, especially in understanding one's own cultural lens as well as others' distinct cultural lenses
- Celebrate similarities amongst different groups of people
- Understand and respect peoples' differences
- Use electronic technologies in order to research people and cultures in every world region
- Understand the importance of cross-cultural communication, both within the United States and across borders
- Recognize and reduce stereotypes and prejudices
- Have compassion for all peoples of the world

*Social Studies and the World, 2005*

The National Council for the Social Studies (NCSS) believes that global and international education is important because people are constantly influenced by transnational, cross-cultural, multi-cultural and multi-ethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them and increased worldwide communication require that responsible citizens understand global and international issues.

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment.

NCSS has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

- **Culture:** What is culture? What is cultural diversity, and how does diversity develop both within and across cultures?
- **Time, Continuity and Change:** What happened in the past and how do we know? What connections are there between the past, present, and future?
- **People, Places, and Environments:** How do humans forge relationships with places in this nation and in other parts of the world?
- **Individual Development and Identity:** What factors influence how individuals perceive other individuals, groups, and cultures?
- **Individuals, Groups, and Institutions:** How do individuals, groups, and institutions influence society, both local and global?
- **Power, Authority, and Governance:** How do different political structures compare and contrast with that of the United States?
- **Production, Distribution, and Consumption:** How are local production and consumption connected to the global economy?
- **Science, Technology, and Society:** How do changes in science and technology impact individuals, groups, nations and the world?
- **Global Connections:** How can nations with differing belief systems collaborate to address global problems?
- **Civic Ideals and Practices:** How can students participate in meaningful civic action?

### Resources

The Sister School Project partners classes in different countries with classrooms in the U.S. <http://www.globalawareness.com>

National Geographic has a variety of educator resources, such as maps, photos, and news stories. <http://www.nationalgeographic.com/education/>

The New York Times Learning Network has current event articles, global history lesson plans, and other educator resources. <http://www.nytimes.com/learning/index.html>

Globalization101.org provides an interdisciplinary approach to studying globalization, and background concerning various issues. <http://www.globalization101.org/>

## INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

### **Teacher’s Role**

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

### **Scaffold the Learning**

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

### **Students’ Role**

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

### **Assessment**

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

## SOCIAL STUDIES SKILLS

### ***Comprehension Skills***

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

### ***Research and Writing Skills***

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

### ***Interpersonal and Group Relation Skills***

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

### ***Sequencing and Chronology Skills***

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

### ***Map and Globe Skills***

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

### ***Graph and Image***

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

### ***Analysis Skills***

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

## NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

*To understand a primary source, we need to consider the creator of the document, the era in which it was created and the purpose of its creation.*

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education     *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca     *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano  
& Debra Pickering     *Building Academic Vocabulary*

## SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

**Use Bloom's Taxonomy.** From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

**Use "academic" vocabulary.** An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

**Be aware of what SS texts demand of the reader.** It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

**Anticipate the main idea.** Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

**Make connections.** Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

**Preview vocabulary.** Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

**Focus on questions.** The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

**During Reading**

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

**Encourage a critical lens.** Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

**Identify the author's style.** Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

**Look for the Five W's.** When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

**Note comparisons/contrasts.** Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

**Recognize cause-effect arguments.** When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

**Interpret sequence wisely.** Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

**Post-Reading Review**

Post-reading strategies help students review and synthesize what they've read.

**Use graphic organizers.** Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

**Paraphrase.** After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

**Time order and importance.** When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

**True or false?** Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

**Stress key issues.** After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

**Making meaning.** Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

*Adapted from* Reading Skills in the Social Studies, [www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)

## DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” From NCSS.

## READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

### HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> (“facts”).
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , “actual” and “mock.”	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

<i>Compare</i> texts to judge different, perhaps divergent accounts of the same event or topic.	<i>Learn the “right answer.”</i>
Get <i>interested</i> in contradictions, ambiguity.	<i>Resolve or ignore contradictions, ambiguity.</i>
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p><i>Source:</i> From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: <a href="http://home.earthlink.net/~judylightfoot/Wineburg.html">http://home.earthlink.net/~judylightfoot/Wineburg.html</a>. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

## HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

*Adapted from: Social Studies Department / San Antonio Independent School District*

**INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS**

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...Activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

- |                                     |  |
|-------------------------------------|--|
| Heidi Hayes Jacobs                  | <i>Interdisciplinary Design &amp; Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty                       | <i>How to Integrate Curricula: The Mindful School</i>  |
| David B. Ackerman                   | <i>Intellectual &amp; Practical Criteria for Successful Curriculum Integration</i>                                       |
| Davis N. Perkins                    | <i>Knowledge by Design</i>   |
| Grant Wiggins & Jay McTighe         | <i>Understanding by Design</i>   |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction &amp; Understanding by Design</i>  |
| Harvey Daniels & Steven Zemelman    | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>  |
| Stephanie Harvey                    | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>   |

# III.

## Teaching Strategies



Political Cartoon

<http://www.archives.gov/education/lessons/election-cartoons/images/progressive-fallacies.gif>



## SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in case studies, deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony's development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes,” while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

### TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
<p><b>Chronological Sequence:</b> organizes events in time sequence.</p>	<p>after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when</p>	<ul style="list-style-type: none"> <li>- What sequence of events is being described?</li> <li>- What are the major incidents that occur?</li> <li>- How is this text pattern revealed in the text?</li> </ul>
<p><b>Comparison and Contrast:</b> organizes information about two or more topics according to their similarities and differences.</p>	<p>although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet</p>	<ul style="list-style-type: none"> <li>- What items are being compared?</li> <li>- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?</li> <li>- What characteristics do they have in common; how are these items alike?</li> <li>- In what ways are these items different?</li> <li>- What conclusion does the author reach about the degree of similarity or difference between the items?</li> <li>- How did the author reveal this pattern?</li> </ul>

<p><b>Concept/ Definition:</b> organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> <li>- What concept is being defined?</li> <li>- What are its attributes or characteristics?</li> <li>- How does it work, or what does it do?</li> <li>- What examples are given for each of the attributes or characteristics?</li> <li>- How is this pattern revealed in the text?</li> </ul>
<p><b>Description:</b> organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> <li>- What specific person, place, thing, or event is being described?</li> <li>- What are its most important attributes or characteristics?</li> <li>- Would the description change if the order of the attributes were changed?</li> <li>- Why is this description important?</li> </ul>
<p><b>Episode:</b> organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> <li>- What event is being described or explained?</li> <li>- What is the setting where the event occurs?</li> <li>- Who are the major figures or characters that play a part in this event?</li> <li>- What are the specific incidents or events that occur? In what order do they happen?</li> <li>- What caused this event?</li> <li>- What effects has this event had on the people involved?</li> <li>- What effects has this event had on society in general?</li> </ul>

<p><b>Generalization/ Principle:</b> organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> <li>- What generalizations is the author making or what principle is being explained?</li> <li>- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?</li> <li>- Do these details appear in a logical order?</li> <li>- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?</li> </ul>
<p><b>Process/ Cause and Effect:</b> organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> <li>- What process or subject is being explained?</li> <li>- What are the specific steps in the process, or what specific causal events occur?</li> <li>- What is the product or end result of the process; or what is outcome of the causal events?</li> </ul>

## ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

### What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

### What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

### What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

### Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

### Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

## PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

## SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion-referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

## DBQ DOCUMENTS

**Informational Graphics** are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

**Maps** and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

**Tables** show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

**Graphs**, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

**Timelines** show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

### Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

### Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

### Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

### **Posters and Advertisements**

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

## ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5<sup>th</sup> Grade and June of the 8<sup>th</sup> Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools.” They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> <li>• exit projects</li> <li>• student-made maps and models</li> <li>• student-made artifacts</li> <li>• mock debates</li> <li>• class museums and exhibitions</li> <li>• student peer evaluation</li> <li>• student-made books</li> <li>• I-movies; photo-essays</li> <li>• graphic timelines</li> <li>• creating songs and plays</li> <li>• writing historical fiction and/or diary entries</li> <li>• creating maps and dioramas</li> <li>• student-created walking tours</li> <li>• tables, charts and/or diagrams that represent data</li> <li>• student-made PowerPoints, webquests</li> <li>• monologues</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• role play and simulations</li> <li>• completed “trip sheets”</li> <li>• reflective journal entries</li> <li>• student writing (narrative procedures, etc.)</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> </ul>

## MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

<b>Intelligence</b>	<b>Learning preferences</b>
<b>Verbal-Linguistic</b> “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
<b>Logical- Mathematical</b> “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
<b>Body-Kinesthetic</b> “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
<b>Visual-Spatial</b> “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
<b>Naturalistic</b> “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
<b>Musical-Rhythmic</b> “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
<b>Interpersonal</b> “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
<b>Intrapersonal</b> “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

*Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences*

## BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
<p>↑</p> <p><b>A. Factual Knowledge</b></p> <p><b>B. Conceptual Knowledge</b></p> <p><b>C. Procedural Knowledge</b></p> <p><b>D. Metacognitive Knowledge</b></p> <p>↓</p>	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> <li>Recognize (identify)</li> <li>Recall (retrieve)</li> </ul>	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> <li>Interpret (clarify, paraphrase, represent, translate)</li> <li>Exemplify (illustrate, give examples)</li> <li>Classify (categorize, subsume)</li> <li>Summarize (abstract, generalize)</li> <li>Infer (conclude, extrapolate, interpolate, predict)</li> <li>Compare (contrast, map, match)</li> <li>Explain (construct models)</li> </ul>	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> <li>Execute (carry out)</li> <li>Implement (use)</li> </ul>	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> <li>Differentiate (discriminate, distinguish, focus, select)</li> <li>Organize (find coherence, integrate, outline, parse, structure)</li> <li>Attribute (deconstruct)</li> </ul>	Make judgments based on criteria and standards <ul style="list-style-type: none"> <li>Check (coordinate, detect, monitor, test)</li> <li>Critique (judge)</li> </ul>	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> <li>Generate (hypothesize)</li> <li>Plan (design)</li> <li>Produce (construct)</li> </ul>

## MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.



# IV.

## Sample Lessons, Materials and Resources



Political Cartoon

<http://www.archives.gov/education/lessons/election-cartoons/images/progressive-fallacies.gif>



## TRADE BOOK TEXT SETS

### What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

### Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

**Scavenger Hunt:** Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

**Book Browse:** Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

**Word Splash:** Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

### **Text Sets as the Core of Mini-lessons**

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

### **Formative Assessment**

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

### **Dynamic Collections**

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

## Getting Ready for the NYS 8<sup>th</sup> Grade Social Studies Exam

Throughout the sample lessons there are activities that support the development of important content and skills identified as necessary for success on the 8<sup>th</sup> Grade Social Studies Exam. Making students aware of the skills they are using will help them gain the confidence they need to succeed on the exam. The following suggestions offer further support to students:

### Objective or Multiple Choice:

- Have students design their own multiple choice questions and exchange them with a partner. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html> )
- Discuss multiple-choice strategies such as process of elimination, reading all answer choices, using information found throughout the exam to assist in answering questions.
- Use sample questions used on past exams
- Analyze the way that these types of questions are presented/constructed.

### Constructed Response Questions (CRQs):

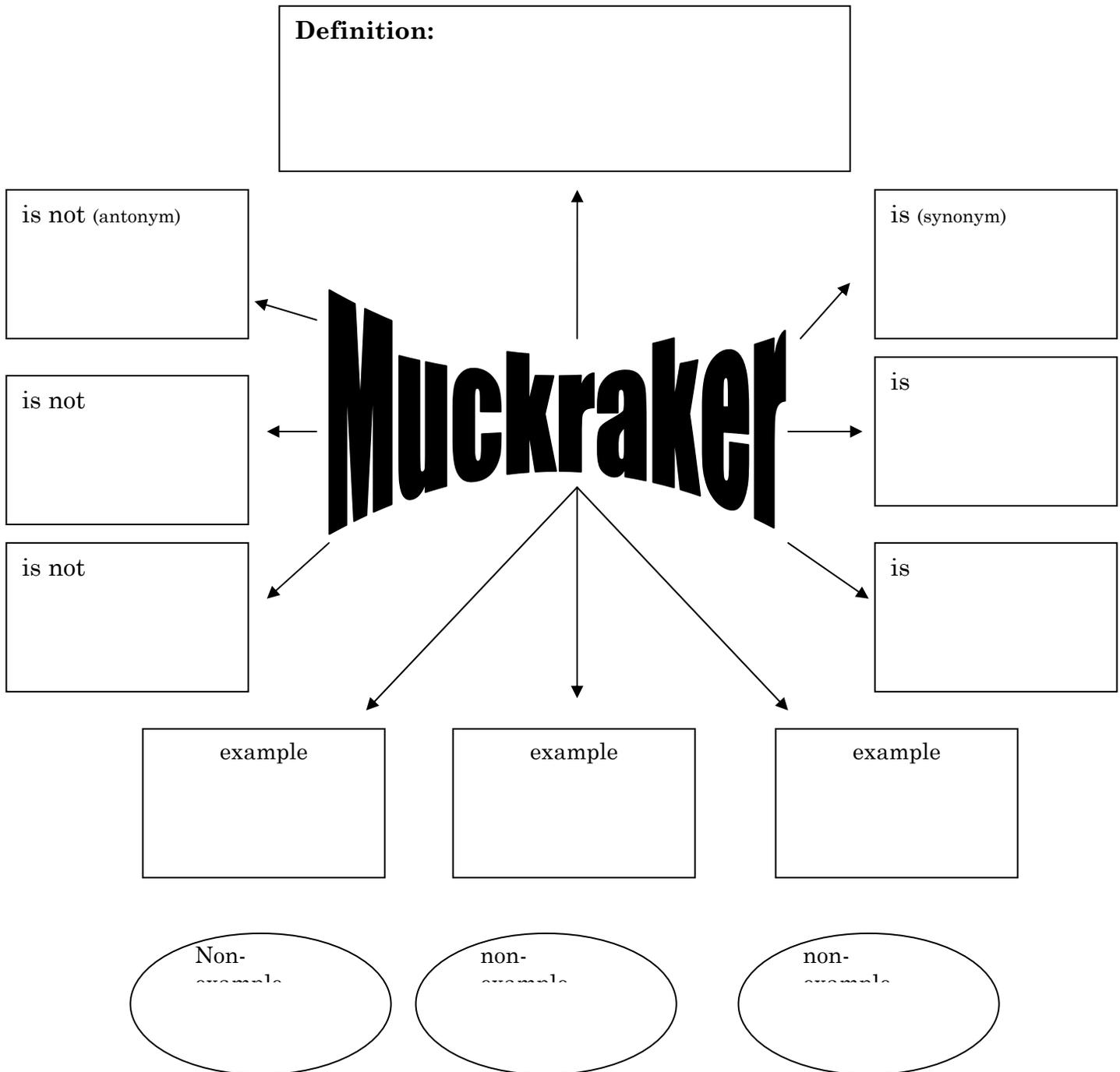
- Have students create questions to accompany the various primary documents found throughout the unit. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html> )
- Have students practice inferring and interpreting information from primary and secondary sources often.
- Provide sample documents used on past exams
- Analyze the types of questions asked when students are asked to view and interpret documents (example: comparing and contrasting 2 or more documents from the same period, etc.)

### Document Based Questions (DBQs):

- Have students compile sources and create their own document based question. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html> )
- Have students interpret and infer information from primary and secondary sources
- Have students write a historical background for a DBQ imitating the voice of the historical background provided in an actual DBQ.
- Instruct students on how to create an outline from the bullet points of a DBQ.
- Provide samples from past exams
  - Grade 8 Social Studies Exam 2008 Document Based Question on Industrialization <http://www.nysedregents.org/testing/scostei/jun08/8SS-bk2-eng-608sml.pdf>

**ACADEMIC VOCABULARY  
WORDS IN CONTEXT**

The Words in Context graphic organizer provides students with a framework for building a greater understanding of an academic vocabulary word and learning new and related terms. As students explore content they will refine their definition and understanding by adding information to the graphic organizer. This organizer should first be used with the whole class and then it can be completed by smaller groups. *Words, Words, Words* by Janet Allen Copyright 1999



## Unit Project: A Progressive Era News Magazine

### ***A note regarding 8.2 Lesson Plans and Unit Project:***

The lessons in this unit are organized around the unit project, the creation of a Progressive Era news magazine. Student groups will explore a particular focus of the Progressive Era, either its political, economic, environmental or social impact. An additional layer may be added by having students include local, national and international sections in their magazine. The unit is inquiry-based with students conducting research and building upon their knowledge and understanding of the Progressive Era based on their group's particular theme. As a result, several of the sample lessons included in this guide support project based learning skills and may be appropriate to several focus questions. One suggestion is to introduce and post the focus questions on a chart at the beginning of the unit. Then, throughout the unit students may add answers to the focus question chart as they discover information relating to the questions..

At the conclusion of the project each student will gain an understanding of the Progressive Era as well as

- practice research skills
- draft and revise an article with an enticing headline
- analyze multiple primary sources
- create a caption
- analyze the components of a news magazine to identify which additional components they will include (e.g. classified, advertisement, letter to the editor)
- compile a creative news magazine reflecting a theme of the Progressive Era

**Materials** (*Suggestion: In order to help with organization, use different colored paper for each handout that will be placed in the research folder.*)

- Research folder or manila envelope
- Fast facts and fun ideas guide
- Works cited guide
- Note taking guide
- Writing guides (The 5 W's for writing a news article, Writing a news article)
- News magazine template/story board
- Computer access
- Rubric

### A Progressive Era News Magazine Rubric

	4	3	2	1
<b>INDIVIDUAL</b>				
Headline	<ul style="list-style-type: none"> <li>• Captures the reader's attention</li> <li>• Offers insight into the article</li> </ul>	<ul style="list-style-type: none"> <li>• Offers insight into the article</li> </ul>	<ul style="list-style-type: none"> <li>• Offers some insight into the article</li> </ul>	<ul style="list-style-type: none"> <li>• Has little connection to the article</li> </ul>
Article	<ul style="list-style-type: none"> <li>• Creatively covers the five W's</li> <li>• Accurate factual information</li> <li>• Holds reader's attention</li> </ul>	<ul style="list-style-type: none"> <li>• Covers the 5 W's</li> <li>• Mostly accurate factual information</li> <li>• Somewhat holds reader's attention</li> </ul>	<ul style="list-style-type: none"> <li>• Missing information</li> <li>• Some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Little information</li> <li>• Many inaccuracies</li> </ul>
Primary Source	<ul style="list-style-type: none"> <li>• Clearly and creatively relates to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly relates to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Unrelated to topic</li> </ul>
Caption	<ul style="list-style-type: none"> <li>• Provides historical insight into primary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Provides insight into primary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little insight into primary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no insight into primary sources</li> </ul>
Bibliography	<ul style="list-style-type: none"> <li>• Correct format</li> </ul>	<ul style="list-style-type: none"> <li>• Some mistakes in format</li> </ul>	<ul style="list-style-type: none"> <li>• Many mistakes in format</li> </ul>	<ul style="list-style-type: none"> <li>• Not completed</li> </ul>
<b>GROUP</b>				
Cooperation	<ul style="list-style-type: none"> <li>• Demonstrates excellent teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Little cooperation between group</li> </ul>
Compilation	<ul style="list-style-type: none"> <li>• Neatly and creatively presented</li> </ul>	<ul style="list-style-type: none"> <li>• Neatly presented</li> </ul>	<ul style="list-style-type: none"> <li>• Contains necessary parts with little thought to presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Missing components, sloppily compiled</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>• Correct grammar, spelling, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly correct grammar, spelling, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Mistakes in grammar, spelling, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous mistakes in grammar, spelling, and punctuation</li> </ul>
Additional pieces	<ul style="list-style-type: none"> <li>• Creatively reflects the historical time period</li> <li>• Creative display</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects the historical period</li> <li>• Neat display</li> </ul>	<ul style="list-style-type: none"> <li>• Some relevance to historical period</li> <li>• Some attention to display</li> </ul>	<ul style="list-style-type: none"> <li>• No relevance to historical period</li> <li>• Sloppy display</li> </ul>

## THE PROGRESSIVE ERA

### ENGAGING THE STUDENT/ LAUNCHING THE UNIT

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the “The Progressive Era” is to tell students that some people believe that there are actually four branches of government. Have students try to think of a possible fourth branch. Then read aloud, Chapter 22, “The Fourth Estate” from *A History of Us: An Age of Extremes*. Explain to students that the Progressive Era is about ordinary people promoting change for a better society. Have students discuss whether they agree or disagree that the people, in other words, the citizenry, could be considered a fourth branch of government.

Another way to launch the unit is to have students debate the points of view of two suffragists, Lucy Stone and Susan B. Anthony. Use pp. 16-17 from *Created Equal: Women Campaign For the Right to Vote, 1840-1920* as a guide.

Still another way to launch the unit is to have students create an A-Z list of things they could do to improve their community, both locally and globally. As students study the Progressive Era they could see if any of their ideas were used by the Progressives. Students could also decide which progressives would have likely supported their ideas.

A final suggestion is to discuss the role of federal guidelines in establishing and protecting food quality by reading aloud an excerpt from Upton Sinclair’s *The Jungle* at <http://historymatters.gmu.edu/d/5727/>

**LESSON PLANS**  
**TENEMENT CONDITIONS SPARK REFORM**

**Unit of Study:** The Progressive Era

**Focus Question:** How did immigration and industrialization conditions lead to the Progressive Movement?

**The Teaching Point:**

- Students will learn to examine an issue more deeply by synthesizing and summarizing different points of view.

**Why/Purpose/Connection:** This lesson explores how tenement living conditions helped lead to the Progressive Movement.

**Materials/Resources/Readings:**

- Titles from trade book text set:
  - *Tenement Stories: Immigrant Live (1835 -1935)*
  - *Tenement Life: Immigrant Life on the Lower East Side*
  - *Settlement Houses- Improving the Social Welfare of America’s Immigrants*
  - *Jane Addams*
  - *Life in America’s First Cities: Picture the Past*
- Think, Rethink, Problem Solve graphic organizer. (Adapted from Dr. Janet Allen)

**Model/Demonstration:**

- Motivation: Students are asked to complete a quick write on what they believe the city looked like 100 years ago. Guiding questions can include:
  - Was there running water in homes? Did everyone have a bathroom in their home?
  - Were there streetlights? Transportation? Cars? What were they like?
- After a quick discussion, teacher explains that conditions have changed dramatically from the past. Teacher reads aloud an excerpt from the *Tenement Stories* (pages 10-16).
- Students identify how conditions/problems of the tenement house differ from their daily lives.
- Teacher explains that students will think further about the conditions faced by many immigrants.

**Guided Practice:**

- Teacher models use of the Think, Rethink, and Problem Solve graphic organizer based on the read aloud from *Tenement Stories* by guiding students in completing the “think” component. *Note: The graphic organizer gives students a method for recording their initial responses to a topic, with a place to record and reexamine their thoughts based on a discussion as well as additional materials. Students then problem solve with their partner to complete the final segment. The purpose of the graphic organizer is to inspire students to think more extensively about a topic. Each student is responsible for synthesizing those experiences and summarizing his/her point of view.* (from Dr. Janet Allen)
- Teacher explains that students will choose a source relating to immigration or tenement life to discuss with their partner. Students will then independently reexamine their ‘think’ component and complete the ‘rethink’. Finally student pairs will collaborate to ‘problem solve.’”

**Independent Exploration:**

- Teacher directs student pairs to preview trade books and select a book that will contain an aspect of immigrant life.
- Student pairs discuss their selection. Guiding questions include:
  - How is this similar to the read aloud from *Tenement Stories*?
  - What new information does it provide?
  - Whose perspective is being presented?
- Students complete the 'reexamine' component independently
- Student pairs collaborate to complete "Problem Solve" section of graphic organizer.

**Differentiation:**

- Extra Support: During the read-aloud of *Tenement Stories* display images on an overhead/smart board of tenement life to aid ELL learners in the classroom.
- Teacher may direct students to choose an image for the independent practice, instead of selecting a piece of text to read.
- Teacher may assign specific books or readings to support different reading levels.

**Share/Closure:**

- Students complete exit slips.

**Assessment:**

- Teacher evaluates graphic organizer, Think, Rethink, Problem Solve
- Teacher evaluates exit slips.

**Next Steps:**

- Students investigate the working conditions of immigrants during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

## Tenement Life Think, Rethink, and Problem Solve

(Adapted from Dr. Janet Allen)

1. **Think:** Record your initial thoughts based on what you already know about tenement life and *Tenement Stories* read aloud.
2. **Discuss:** Find another source on the topic to discuss with your partner and compare it to the *Tenement Stories* read aloud.
3. **Rethink:** Note any changes in your initial thinking or beliefs as well as any new thoughts you now have.
4. **Problem Solve:** Discuss any solutions to problems faced in the tenements with your partner.

<b>Think</b>	<b>Discuss</b> →	<b>Rethink</b>
<b>Problem Solve</b>		

### EXIT SLIP

#### Final Thoughts

Choose a question and respond on the back of this paper

- a. What might have motivated individuals and government have taken action to address living conditions in the tenements?
- b. What parallels might be seen between the Progressive Era and social action today?

## PROGRESSIVES HALL OF FAME

**Unit of Study:** The Progressive Movement

**Focus Question:** How was change and reform promoted through individual actions?

**The Teaching Point:**

- Students will understand how the actions of private individuals brought about public awareness and reform during the Progressive Era.
- Students will learn to identify important factual information according to their purpose for reading.

**Why/Purpose/Connection:** This lesson explores the accomplishments and perspectives of famous reformers of the Progressive Movement.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Kids at Work*
  - *Jane Addams (Silberberg)*
  - *Jane Addams (Raatma)*
  - *Jane Addams*
  - *Marcus Garvey*
  - *People at the Center of the Industrial Revolution*
  - *The Muckrakers*
  - *Tenement Stories*
  - *Women's Suffrage*
  - *Created Equal*
  - *Great Women of the Suffrage Movement*
- Poster Template

**Model/Demonstration:**

- Motivation: Teacher distributes Lewis Hines' photographs of child laborers to student pairs (*Kids at Work*, pages 3, 4, 33, 36, 39, 42, 66, 70) and asks students to jot their responses into a three-column chart in their notebooks:

What I See	What I Think is happening	What this makes me feel/wonder

- Students share their interpretations and reactions to photos at their tables.
- Teacher brings class together, allows students to share a few responses, emphasizing the emotional impact of the photos and pointing out that this was intentional on the photographer's part.

[Gr. 8 SS  
Exam Alert](#)

Provides practice with interpreting primary source images.

- Teacher can provide a context for student research: “These children were photographed by Lewis Hine, an important reformer of the Progressive Movement, who devoted his life to bringing images of children’s suffering to the public. We’ve learned already about the conditions brought on by industrialization. Child labor was one of the big problems, but not the only one: there were terrible living conditions for many people; women and African Americans had few rights; and politicians and people with power were often dishonest. A few, very brave people during this time looked around and saw all these problems very clearly. They cared deeply about the suffering they saw among people with little power and they went out and did something about it! They took photos, they wrote, they protested, they organized people, in many cases they put themselves at risk, and fought for a better life for all Americans.”
- Teacher explains the activity: “Today you’ll choose one of these “star reformers” to research and add to our Progressives Hall of Fame.” Teacher holds up photocopied pictures of each the following and says a few words about the causes they took on.
  - Jane Addams – child labor
  - Mary Harris Jones – workers’ rights
  - Jacob Riis - tenement houses
  - Nelly Bly – mental health care
  - Upton Sinclair – immigrant workers/meat packing industry
  - Marcus Garvey – African American rights/unity
  - Carrie Chapman Catt – women’s voting rights
- Teacher organizes groups. Some possibilities for this include:
  - Teacher assigns a reformer to each table by placing a photo on each table while children are sitting.
  - Teacher places a photo on each empty table and allows students to organize themselves around each table (limited to 4 or 5 at a table).
  - Groups discuss the choices and send a representative to claim one of the reformers.
- Teacher introduces Hall of Fame project:
  - Step One: Find information about your reformer. Teacher points out resource bins and demonstrates/reviews strategies for locating information, including browsing titles, table of contents, and, most importantly, using an index.
  - Step Two: Read with the purpose of understanding what the problem was, how the reformer thought about the problem, and what s/he did to address it.
  - Step Three: Create a Hall of Fame poster answering two questions: What did s/he see? What did s/he think? What did s/he DO?
- Teacher demonstrates setting up the format for Hall of Fame poster for Lewis Hine (see attached).
- Teacher sets up “reading with a purpose” demonstration: “So now that we have the group’s poster format set up, it’s time to find the information. Now, I’m lucky. I have a whole book on this person. You may have only a section of a book, or a page or two that you identify by using the index. But even so, you’ll need to do some skimming and selecting while you look for those three

- points: what he saw (or, what the problem was), what he thought and what he did.”
- Reading demonstration. Teacher conducts shared reading of pages 1, 2 and 5. “I’m going to read a portion of this book on Lewis Hine. Watch as I skim through to find what I need.” Teacher models skimming through page 1, thinking aloud. On page 2, teacher finds relevant information. “Oh, it says here that in 1911, more than 2 million kids under the age of 16 were working. ‘Many of them worked twelve hours or more a day ...’ So, it sounds like this part is describing the problem, or what Hine saw in the world.” Teacher models writing down a few notes on the poster in the “What He Saw” section.

**Guided Practice:**

- Teacher continues down page 2 and a couple lines on page 5. Then the teacher asks students to turn and talk to a partner about any information that stood out to them that could be placed onto the chart. Teacher calls on one or two pairs to add something to the Lewis Hine chart.

**Independent Exploration:**

- Teacher directs groups to format their posters and then begin the research. Reminders:
  - Use the index and other text features that will help you focus on the information you need
  - Paraphrase the information using as few words as possible being careful to **not** copy text directly
  - Write neatly and clearly so others can read your poster.
- Teacher circulates as students research and compose their posters.

**Differentiation:**

- Extra Support: If students are grouped in advance and assigned reformers, students in need of simpler resources could be assigned to Jane Addams (the Raatma and Simon books are easy reading levels)
- As a possible extension, groups can name governmental reforms that grew out of their reformer’s initiatives.

**Share/Closure:**

- Gallery Walk: Students peruse charts and notice similarities to the reformer their group researched.
- Presentations: One student from each group stands up and speaks as the reformer, explaining “What I saw, what I thought, what I did about it.” Students in the audience pose questions.

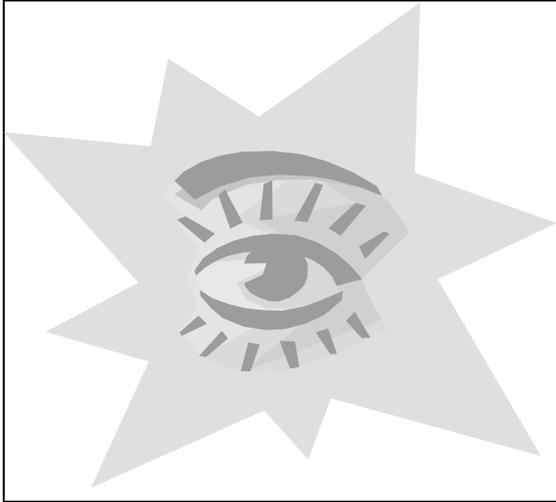
**Assessment:**

- Teacher circulates during research period to observe research and note taking skills.
- If students used notebooks for preliminary note taking, teacher can assess volume and quality of notes.
- Posters can be holistically evaluated or assessed with a simple rubric for understanding of content.

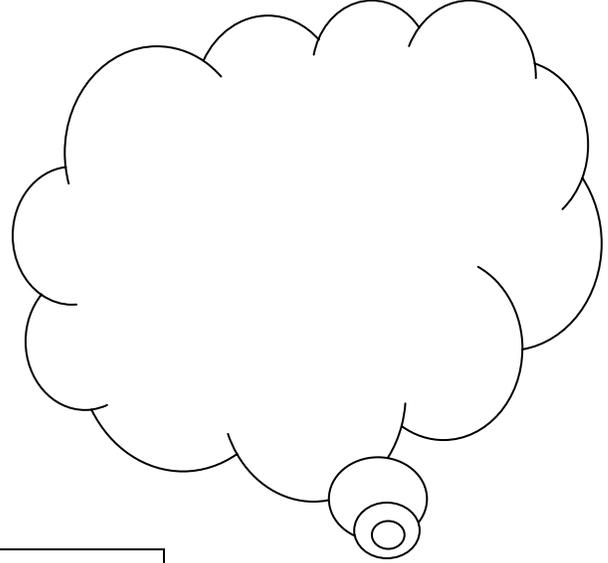
**Next Steps:**

- Students explore the governmental reforms that resulted from the Progressives' private efforts.
- Students connect the Progressive reformers to today's reformers.
- Students discuss how they might learn from these famous reformers to change their own world, community, or school.

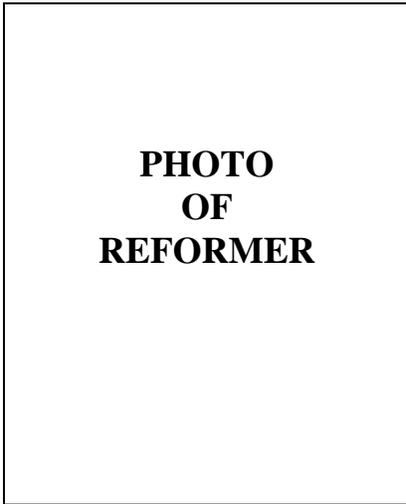
**WHAT REFORMER SAW:**



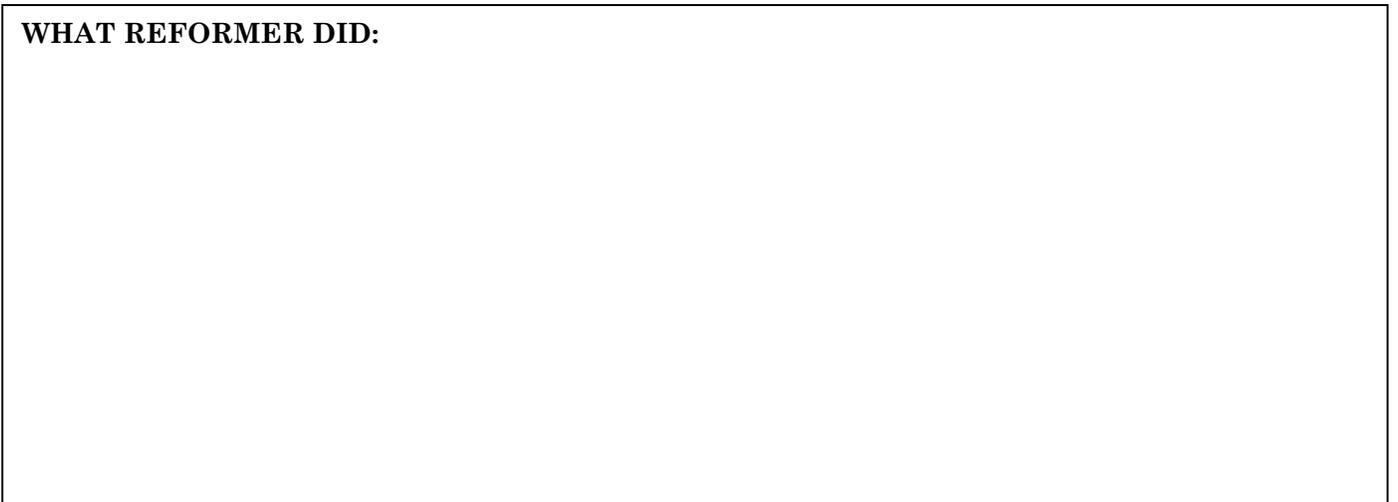
**WHAT REFORMER THOUGHT:**



**PHOTO  
OF  
REFORMER**



**WHAT REFORMER DID:**



## CHANGE AND REFORM THROUGH GOVERNMENT ACTION

**Unit of Study:** The Progressive Movement

**Focus Question:** How was change and reform reflected in government action?

**The Teaching Point:**

- Students will learn how to identify point of view as represented in political cartoons.
- Student will explore the modern day implications of the Federal Reserve Act.

**Why/Purpose/Connection:** Students have been learning about the causes and effects of the Progressive Movement. This lesson will allow the students to examine the governmental actions during the Progressive Movement.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Federal Reserve Act: Making the American Banking System Stronger*
  - *Progressive Leaders: The Platforms and Policies of America's Reform Politicians*
  - *The Sherman Antitrust Act: Getting Big Business Under Control*
  - *Prosecuting Trusts: The Courts Break Up Monopolies in America*
  - *Political Reforms: American Citizens Gain More Control Over Their Government*
  - *A Historical Atlas of the Industrial Age and the Growth of Cities*
- *The Federal Reserve Act* p. 5 (political cartoon on document camera or transparency)
- Point of view graphic organizer (can also be completed in student notebooks)
- Copies of newspaper article about the current banking crisis (optional)

**Model/Demonstration:**

- Teacher motivates the class by displaying the political cartoon on p.5 of *The Federal Reserve Act* for the class (either on a transparency or using a document camera being careful to cover the book's explanation at the bottom of the page). Ask for students' initial reactions.
- Teacher then tells the students that this political cartoon is from the Progressive Era and that the class is going to draw conclusions about the different points of view that are portrayed.
- Teacher explains that to analyze a political cartoon, one can use the following questions to guide their thinking (Depending on the students' experience with political cartoons, this can be drawn from the students' prior knowledge or explicitly taught):
  - Is there a caption? If so, what does it say?
  - What are the words saying?
  - What are the objects you see in the cartoon? Who are the people?
  - Are there any important dates that appear in the cartoon?

**Gr. 8 SS  
Exam Alert**

Provides practice with interpreting political cartoons.

- What is the action that is taking place in the cartoon?
- What are the symbols in the cartoon?
- What is the overall message of the cartoon?
- Teacher leads the class in an analysis of the cartoon using the guiding questions. The teacher can reveal that the man is J.P Morgan. Students record their reflections in their notebooks.
- Teacher then emphasizes that political cartoons relay a particular point of view.
- Teacher then asks, “Which special interest groups during this time period would have agreed and/or disagreed with the cartoon’s message? Why?” This should lead students to see the two points of view (the “Big Bankers” and the “Progressives”).
- Teacher conducts a shared reading of Chapter 2 from *The Federal Reserve Act*.
- Teacher thinks aloud as s/he is reading: Why was a change in the banking system necessary?
- Teacher also models the upcoming “Independent Exploration” during the shared reading of Chapter 2 by pointing out words/cues that will help students identify point of view in the text. For example, “President Wilson wanted to use the opportunity to free the banks and the country from monopolies. You might ask students about their knowledge of the game Monopoly and the point of the game: to own and control all assets and property. Be sure students understand that monopolies are companies that control a single business in a certain area (p. 12). Teacher thinks aloud, “Oh! President Wilson didn’t want one bank to control all of our money but I wonder how the people in the banks felt about that? They were making lots of money...”

**Guided Practice:**

- With a partner, the students discuss what the two opposing points of view regarding the establishment of the Federal Reserve Act would have been.
- Student volunteers can then share the point of view of “Big Bankers” and “The Progressives.”

**Independent Exploration:**

- Teacher says, “Now we have examined the different points of view regarding one governmental reform of the Progressive Movement, the Federal Reserve Act. Some of you are going to continue this exploration and others are going to investigate different governmental reforms of the time. We will come back to The Federal Reserve Act at the end of the period.”
- Teacher continues, “Once you are in your group and have your topic, you are going to create a t-chart in your notebook so you can organize your notes. Just like there were two points of view regarding the Federal Reserve Act, there will be different points of view on other topics. It is your job to research and figure out the two points of view on your topic and make notes in the chart. (Remind students to use the index.)

**Sample Chart:****Governmental Reforms: Point of View****Topic:** \_\_\_\_\_

How the Progressives Feel	How the _____ Feel

- Teacher divides the class into 5 groups:
  1. Monopolies/Trusts
  2. Political Reforms (See *Political Reform: American Citizens Gain More Control Over Their Government*)
  3. The Federal Reserve Act
  4. Prohibition
  5. Labor Laws
- Students then use books for research about their particular topics and take notes.
- Once the groups are finished reading their materials and taking notes in their notebooks, teacher brings the class back together for the next part of the activity.
- Teacher informs students that they are now going to participate in a role play, taking on one of the points of view about the topic they researched. Teacher may either allow the students to choose their roles or s/he may assign roles by going around to each table.
- Students then participate in a short role play (discussion/debate) about the merits and pitfalls of their groups' specific reform.

**Differentiation:**

- Students in need of extra support should be placed in the Federal Reserve Act group as this was the model study and the class has already identified the two points of view.
- Students in need of extra support should also take on the "Progressive" role in the debate as there is more information in the reading to support that point of view and less inferential thinking is involved.

**Share/Closure:**

- Students complete exit slips.

**Assessment:**

- Teacher looks at student notebooks for artifacts of today's learning (political cartoon analysis and point of view chart).

- Teacher circulates during the debates/discussion and listens for student understanding.

**Next Steps:**

- Students will read articles from [www.nytimes.com](http://www.nytimes.com) or [www.nydailynews.com](http://www.nydailynews.com) about the recent banking issues and concerns and makes connections with the Federal Reserve Act of 1913.
- Students will then participate in a discussion about the modern day implications of the Federal Reserve Act. Possible discussion questions:
  - Do the students think that we need a new Federal Reserve Act today? Why or why not?
  - Who is Ben Bernanke?
  - Do the students think that the current Chairman of the Federal Reserve is doing a good job? Why or why not?

**Exit Slip**

We just spent the period taking on different roles. Now, think about how you feel as a historian looking back at the past. Do you think that the governmental action that your group researched was a necessary reform of the Progressive Movement? Why or why not? Use at least **THREE** facts that you learned today to support your claim.

**Exit Slip**

We just spent the period taking on different roles. Now, think about how you feel as a historian looking back at the past. Do you think that the governmental action that your group researched was a necessary reform of the Progressive Movement? Why or why not? Use at least **THREE** facts that you learned today to support your claim.

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## PROGRESSIVE REFORMS: THEN AND NOW

### Unit of Study: The Progressive Era

**Focus Question:** What results of the Progressive era are still seen today?

**The Teaching Point:** Students will use accountable talk and a Socratic conversation to reach a deeper understanding of the lasting impact of Progressive Era reforms on life today in the United States.

**Why/Purpose/Connection:** This lesson forges a connection between the past and the present demonstrating how history is alive today.

#### Materials/Resources/Readings:

- Titles from the trade books text set:
  - *Fighting Racial Discrimination*
  - *Women’s Suffrage Giving the Right to Vote to All Americans*
  - *The Day Women Got the Right to Vote*
  - *The Nineteenth Amendment: Women Get the Vote*
  - *We the People: The Nineteenth Amendment*
  - *Great Americans: John Muir*
  - *The War Between Bosses and Workers*
  - *The Haymarket Square Tragedy*
  - *Kids at Work*
- Websites:
  - [www.naACP.org](http://www.naACP.org) (NAACP)
  - [www.nps.gov](http://www.nps.gov) (National Parks Service)
  - [www.now.org](http://www.now.org) (NOW National Organization of Women)
  - [www.rosenlinks.com/pmnhnt/fird](http://www.rosenlinks.com/pmnhnt/fird) (an online list of resources related to the book FIGHTING RACIAL DISCRIMINATION.)
- Photograph of President Obama

#### Model/Demonstration:

- Teacher displays a photograph of President Obama. Guiding questions include:
  - How is President Obama different than other US presidents? (Students may note that he is the first president with African ancestry.)
  - Is it likely that President Obama would have been elected 100 years ago?
- Teacher says, “In 1910 an organization called NAACP (National Organization for the Advancement of Colored People) was formed to fight racism in the USA and promote equality. At this time in history you need to remember that the USA was a segregated country and black people did not have equal rights or the freedom to vote in the south.” (Teacher may decide to discuss de jure vs. de facto rights).
- Teacher explains that students will take bulleted notes based on a read aloud regarding ways that the NAACP fought racism. Teacher reads aloud chapter 4, The NAACP at Work, from *Fighting Racial Discrimination*.

- Teacher shows photograph of the early members of the NAACP located on page 22 of *Fighting Racial Discrimination* and instructs students to turn and talk. Discussion question:
  - How do you think the work of these individuals in 1910 helped President Obama get elected in 2009?

**Guided Practice:**

- Teacher says, “You have just discussed how the work of activists in 1910 gave President Obama the opportunity to run for office and be elected in 2009.” Teacher explains that using the texts available and the suggested websites, students will research a reform movement from the Progressive Era that is still relevant today. Students will take notes in a bulleted format. Notes will include a minimum of 5 facts regarding the reform of the Progressive Era. Using prior knowledge, the trade books, or websites, students will complete the ‘today’ column.
- Teacher explains to students that they should preview a trade book to figure out if it contains relevant information and then they will consult the table of contents or index to locate details. Teacher displays two trade books, *Progressive Leaders: The Platform and Policies of America’s Reform Politicians* and *Fighting Racial Discrimination: Treating All Americans Fairly Under the Law*. Teacher asks how these books would be approached differently even if the purpose for using them was the same. (*Progressive Leaders: The Platform and Policies of America’s Reform Politicians* deals with a more general discussion of the Progressive Era while *Fighting Racial Discrimination: Treating All Americans Fairly Under the Law* addresses specifically one of their topics.)
  - Teacher says, “As you take notes you are preparing for a future discussion that starts with a question. This type of discussion is often called a Socratic seminar because Socrates used questions to teach his students in ancient Greece. To make our discussions richer I am giving you two of the questions now. They are also included in the graphic organizer.
    1. What would society be like today without the Progressive Era reforms?
    2. Would your life be different today without these reforms? How?
- Teacher emphasizes that it is important to come prepared for the discussion and be able to support any opinion with facts and details.

Gr. 8 SS  
[Exam Alert](#)

Provides  
practice  
with  
making  
inferences.

**Independent Exploration:**

- Students research their specific reforms and complete the graphic organizers.

**Differentiation:**

- As an extension, students may research de facto segregation vs. de jure segregation.
- Teacher may assign a reading for the note-taking activity.

**Share/Closure:****THE SOCRATIC DISCUSSION**

- Organize class in Socratic circle to facilitate conversation.
- Begin discussion (seminar) with a whip. A whip is a yes or no question that everybody answers around the circle (like they are snapping a whip).
- **Question 1:** (Opening Whip): *Do you think life is better or worse today in the United States than it was in 1910?*
- Tell the students that you are going to turn the conversation over to them and that you will interrupt every so often with a guiding question. During the conversation students may freely express their opinions, but must support their opinions with facts from their reading or reasons why they feel the way they do. Students do not need to raise their hands but conversation guidelines should be established before hand. After each guiding question allow time for conversation before you jump in with the guiding question.
- **Question 2:** *Why or why not do you think life is better or worse today than it was in 1910?*
- **Question 3:** *What would society be like today without the Progressive Era reforms?*
- **Question 4:** *Would life be different for you today without these reforms?*
- **Question 5:** (Closing Whip: Yes/no question) *Are reforms still necessary?*

**Assessment:**

- Teacher evaluates graphic organizer.
- Teacher evaluates Socratic conversation.

**Next Steps:**

- Students evaluate situations in our society in need of reform.

**PROGRESSIVE ERA REFORMS**

	During the Progressive Era	Today	Why is it important?
Environmental Movement	John Muir worked to have Yosemite Valley in California designated as a national park	The United States has an extensive National Parks system.	The National Parks preserve the natural beauty of our country.
Women's Movement			
Workers' Rights			
Civil Rights			

What would society be like today without these reforms?

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Personal Connection: Would life be different for you without the Progressive Era reforms? How?

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## THE ROLE OF THE NEWS

**Unit of Study/Theme:** The Progressive Era

**Focus questions:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will recognize the purpose of different parts of a news magazine.
- Students will understand the role of news magazines in the Progressive Era.

**Why/Purpose/Connection:** This lesson prepares the students for the unit project, the creation of a Progressive Era news magazine.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *The Muckrakers: American Journalism During the Age of Reform*
- Websites
  - [www.nytimes.com](http://www.nytimes.com)
- Concept Ladder
- Current news magazines, one per group

**Model/Demonstration:**

- Motivation: Teacher displays the headline “Ten Days in a Mad-House”
- Teacher instructs students to complete a concept ladder with questions and predictions. *Note: Concept Ladders help establish a purpose for reading and provide students with an opportunity to think about a topic, synthesize their understandings, connect new information to these understandings, and generate questions that will make their study more meaningful. (Reading History by Janet Allen, 2005.)*
- Teacher next conducts a shared reading of chapter 2, “Going Undercover,” from *The Muckrakers: American Journalism during the Age of Reform*. *Note: While future lessons will focus on using text structures, the shared reading is an opportunity to model this technique*
- Teacher asks students to share any answers to their questions that were discovered and any predictions that were correct. Teacher then asks students to share any questions that they still have. These questions could be added to a class concept ladder to be explored throughout the unit.
- Teacher asks students to turn and talk about how Nellie Bly used the news for a social cause. Teacher explains that this journalistic practice, known as muckraking, was common during the Progressive Era.
- Teacher explains that students are going to explore the purposes and parts of news magazines in order to create their own Progressive Era-style news magazine.

**Gr. 8 SS  
Exam Alert**

Provides  
practice in  
interpreting  
headlines

**Guided Practice:**

- Teacher distributes a news magazine to each group and displays the cover. (Note: Groups can have different magazines so that students can see the common attributes of different publications.) Teacher points out features of the cover (headlines, ads, etc.).
- Teacher asks students to turn and talk about the purpose of one item on the cover of the magazine.

**Independent Exploration:**

- Teacher asks student groups to create an A-Z list of items found in a news magazine, noting that students are looking for general features, not the content of the particular magazine. Teacher then asks student groups to choose one item they find interesting from their list and share its purpose. Teacher may give a minimum number of items that need to be located or assign different groups different letters to complete using the A-Z list.
- Student groups list 5 things news magazines accomplish.

**Differentiation:**

- Teacher can provide both mainstream news magazines and children's magazines to accommodate different reading levels.
- To support different reading levels or ELL students, teacher may display an image from Blackwell's Island instead of the headline.  
<http://images.nypl.org/index.php?id=805148&t=w>

**Share/Closure:**

- Teacher explains that students will be creating a news magazine with the Progressive Era as their topic. Students will conduct research and write in the style of Nellie Bly, as well as develop other parts of a news magazine.
- Teacher distributes folders/envelopes that will be used to organize and store research for their final project.
- Teacher distributes Fast Facts and Fun Ideas guide. Teacher explains that the Fast Facts guide will be used to gather information randomly throughout the unit. The information can later be used for an article or the final project. Students should use one box for their idea and one box to explain where the idea came from.

**Assessment:**

- Teacher evaluates group lists of 5 things news magazines accomplish.

**Next Steps:**

- Students investigate the transition to online news by looking at the pros and cons.

**Concept Ladder****TEN DAYS IN A MAD-HOUSE**

Fill-in the concept ladder with 3 questions and 2 predictions that this headline brings to mind.

Question

Question

Question

Prediction

Prediction

# Fast facts and fun ideas

Directions: Record information that you may want to use in a news article. The 1<sup>st</sup> box is for your fact or idea. The 2<sup>nd</sup> is for your source information.

## PROGRESSIVES AND MUCKRAKERS

**Unit of Study/Theme:** The Progressive Era

**Focus question:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will be able to identify the similarities and differences between muckrakers and progressives

**Why/Purpose/Connection:** This lesson helps students develop an understanding of key words from the unit while building background on the Progressive Era.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *A History of Us: An Age of Extremes*
- Muckraker cartoon
- Words in Context handout
- Alike but Different handout

**Model/Demonstration:**

- Motivation: Teacher displays muckraker cartoon to the class. Teacher asks student pairs to decide on one word to describe the cartoon.
- Teacher then provides students with two quotes and explains that students will decide which quote better fits the image. (Both quotes are from the same speech made by Teddy Roosevelt on April 14<sup>th</sup>, 1906.)
  - “In Bunyan’s Pilgrim’s Progress you may recall the description of the Man with the Muck-rake, the man who could look no way but downward with the muck-rake in his hands; Who was offered a celestial crown for his muck-rake, but who would neither look up nor regard the crown he was offered, but continued to rake to himself the filth of the floor.... the man who did nothing else was certain to become a force of evil.”
  - "I hail as a benefactor...every writer or speaker, every man who, on the platform, or in book, magazine, or newspaper, with merciless severity makes such attack, provided always that he in turn remembers that that attack is of use only if it absolutely truthful."<sup>1</sup>
- Teacher explains that the image depicts a muckraker. Teacher distributes the Words in Context graphic organizer for Muckraker (found on p. 60 of the guide) and models completing the graphic organizer for the term muckraker. Teacher asks students to fill in anything else they can.

**Gr. 8 SS  
Exam Alert**

Provides practice with interpreting political cartoons and quotes.

- Teacher conducts a shared reading using an excerpt from *A History of Us: An Age of Extremes*, p. 125 paragraphs 2-4. Teacher then instructs students to complete the graphic organizer.

**Guided Practice:**

- Teacher circulates assisting student pairs as they complete the graphic organizer.
- Teacher explains that the muckrakers were often progressives but that not all progressives were muckrakers.
- To better understand the difference, teacher explains that students will need to complete an additional Words in Context graphic organizer defining the term progressives using an excerpt from *A History of Us: An Age of Extremes*.

**Independent Exploration:**

- Student pairs fill in anything they already know about progressives.
- Student pairs listen to a read aloud or independently read from the last paragraph on p. 140 to the third paragraph on p. 141 of *A History of Us*.
- Student pairs complete the graphic organizer.

**Differentiation:**

- During the independent exploration teacher can choose to do a shared reading with a select group of students.

**Share/Closure:**

- Students complete an Alike But Different graphic organizer.
- Students continue to fill in Fast Facts and Fun Ideas in their research folder.

**Assessment:**

- Teacher circulates monitoring student progress on graphic organizers.
- Teacher evaluates Alike But Different graphic organizer

**Next Steps:**

- Students investigate famous progressives and muckrakers.



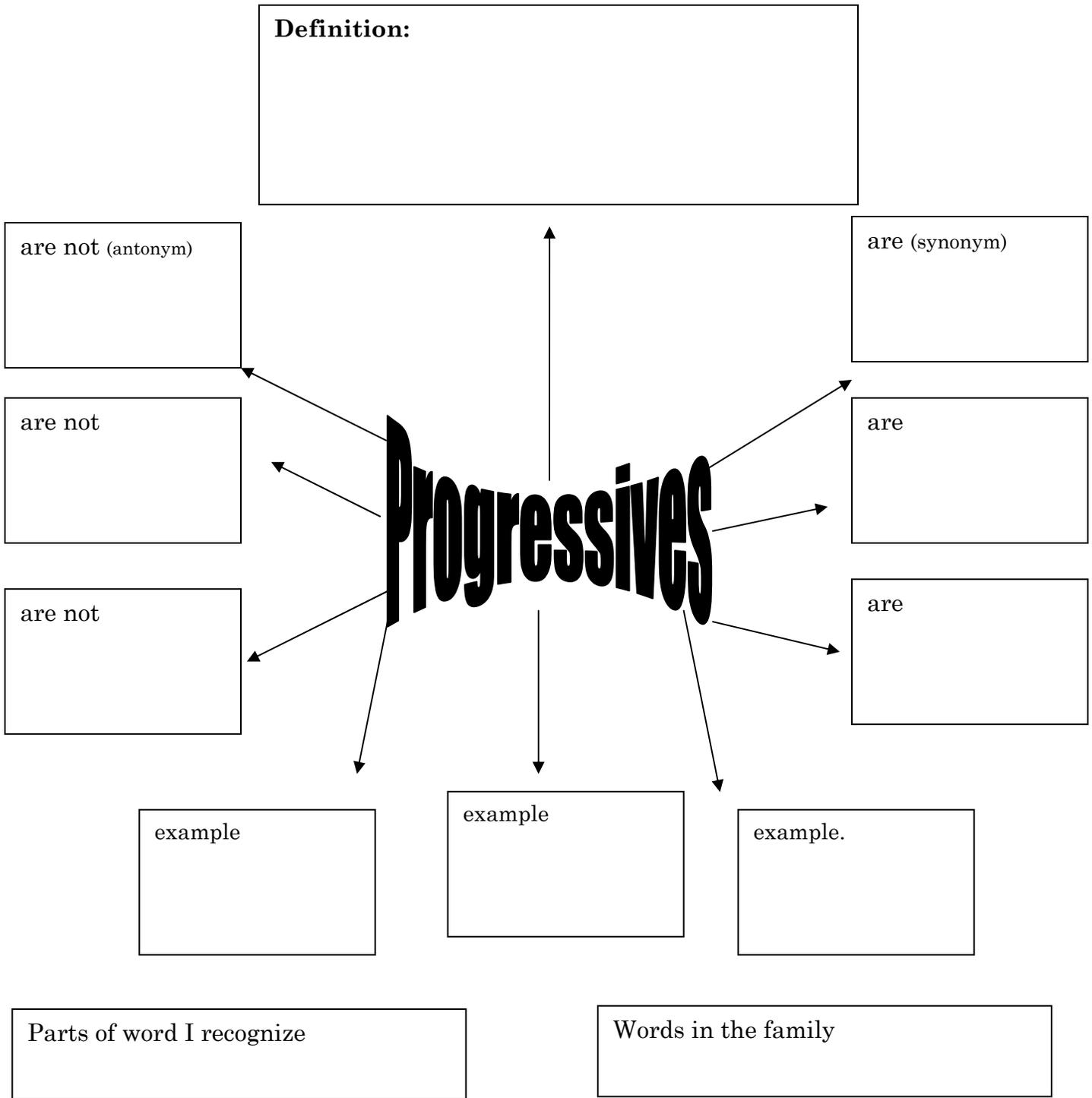
**A NAUSEATING JOB, BUT IT MUST BE DONE**

(President Roosevelt takes hold of the investigating muck-rake himself in the packing-house scandal.)

<http://www.archive.org/texts/flipbook/flippy.php?id=trincartoongros00raymrich>. Cartoon originally published in Saturday Globe, Ithaca New York

# Words in Context

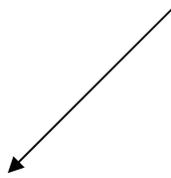
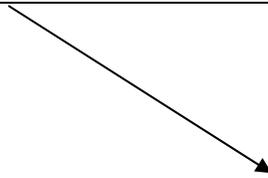
*Words, Words, Words* by Janet Allen Copyright 1999



# Alike But Different

**Progressives**

**Muckrakers**



What do they have in common?

What makes them unique?



## USING TEXT FEATURES TO BUILD BACKGROUND ON THE PROGRESSIVE ERA

**Unit of Study/Theme:** The Progressive Era

**Focus question:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will learn to use text features to skim and scan a text and to help find information.

**Why/Purpose/Connection:** This lesson will help students more effectively use the trade book text set while building background on the Progressive Era.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *The Progressive Movement 1900 – 1920, Efforts to Reform American’s New Industrial Society*, multiple titles
- Word sort cards
- How to use text features
- Content Brainstorm

**Model/Demonstration:**

- Teacher distributes word cards on which are printed words related to the Progressive Era. Teacher instructs students to complete an open word sort. (Students should have several blank cards so they can create word categories.) *Note: A word sort activates students’ prior knowledge while allowing them to make their own connections and build a framework on which to hang new knowledge.* (Dr. Janet Allen)
  - Progressive, muckraker, journalism, settlement houses, social welfare, immigrants, big business, workers, monopolies, rights, vote, suffrage, democracy, reform, temperance, prohibition, discrimination, laws, children, fair, justice, equal, environment
- Student groups share their categories.
- Teacher engages students by explaining that these words are used in various ways in books about the Progressive Era.
- Teacher provides each group with one of the titles from *The Progressive Movement 1900 – 1920, Efforts to Reform American’s New Industrial Society*.
- Teacher explains that by using the text features students will be able to find information more effectively. (Note: Teacher can refer to sample lesson in Unit 8.1 which details using the Table of Contents and Index.)

- Teacher displays the cover of *Political Reforms: American Citizens Gain More Control Over Their Government* and proceeds to complete the top of the 'How to use text features' handout with the class.
- Teacher leads class and models filling in diagram and explains each text feature.
- Teacher asks each student to write one fact and one question about the Progressive Era based on the model.

**Guided Practice:**

- Teacher instructs student groups to page through their trade book from the series, *The Progressive Movement 1900 – 1920, Efforts to Reform American's New Industrial Society* looking for other text features. Students add their findings to the 'How to use text features' handout. Teacher asks students to fill-in how each feature helps guide their reading.
- Teacher circulates around the room assisting students.
- Teacher reviews the text features located by the class. Teacher can also ask students to name examples of other text features that could be used but that were not noticed in this series.
- Teacher asks students for an answer to their initial question and asks students to list one more fact about the Progressive Era.
- Teacher points out that by skimming and scanning of text features, students build background knowledge.

**Independent Exploration:**

- Teacher explains that students will use the same process to brainstorm about the Progressive Era. Teacher explains the importance of background information as it will help focus the research for their news magazine.
- Teacher provides students with a content brainstorm and explains that students are to use the text features from two trade books to complete it.

**Differentiation:**

- Teacher can consider student reading levels when forming groups and distribute trade books accordingly.
- To support ELL students, teacher can have students make observations about the Progressive Era based on the images within a book.

**Share/Closure:**

- Students trace their hands onto paper and in each finger they write a text feature and how that text feature is helpful.
- Students fill in any new ideas on their Fun Facts and Fun Ideas sheet.

**Assessment:**

- Teacher evaluates Content Brainstorm.

**Next Steps:**

- Students use strategies for text features in a research project.

### How to use text features effectively

**Cover**

Title: \_\_\_\_\_  
 Author: \_\_\_\_\_  
 Image on cover (describe): \_\_\_\_\_  
 Fact: \_\_\_\_\_  
 Question: \_\_\_\_\_  
 Prediction: \_\_\_\_\_



**Table of Contents**

Fact: \_\_\_\_\_  
 Question: \_\_\_\_\_  
 Prediction: \_\_\_\_\_

**Chapter One**

<div style="border: 1px solid black; width: 300px; height: 50px; margin-bottom: 10px;"></div> <hr style="width: 20%; margin: 0 auto;"/> <hr style="width: 80%; margin: 5px 0;"/>	<div style="border: 1px solid black; width: 300px; height: 150px; margin-bottom: 10px;"></div> <hr style="width: 80%; margin: 5px 0;"/> <hr style="width: 80%; margin: 5px 0;"/> <hr style="width: 80%; margin: 5px 0;"/>
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Text Feature/Description	Page	How it is useful

### Content Brainstorm The Progressive Era

#### Trade books

- 1.
- 2.
- 3.

#### Key People

- 1.
- 2.
- 3.
- 4.
- 5.

#### Key Words

- 1.
- 2.
- 3.
- 4.
- 5.

Describe 3 images viewed in the books. Make a prediction based on the image

### Connections and Questions

What observations or predictions would you make about the Progressive Era?

What would you like to find out about the Progressive Era?

## HOW TO CONDUCT RESEARCH ON THE PROGRESSIVE ERA

**Unit of Study/Theme:** The Progressive Era  
(This lesson covers 3 days.)

**Focus question:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will be able to identify and use key words in research.
- Students will take notes and organize information on an aspect of the Progressive Era

**Why/Purpose/Connection:**

- This lesson supports students' independent exploration of a topic by building research skills.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *A History of Us: An Age of Extremes*
  - *Prosecuting Trusts: The Courts Break Up Monopolies in America*
  - *The Federal Reserve Act: Making the American Banking System Stronger*
  - *Settlement Houses: Improving the Social Welfare of American Immigrants*
  - *Political Reforms: American Citizens Gain More Control Over Their Government*
  - *John Muir*
- Websites:
  - <http://photoswest.org/cgi-bin/imager?00186158>
  - [http://lcweb2.loc.gov/cgi-bin/query/i?ammem/pan:@field\(NUMBER+@band\(pan+6a12044\)\):displayType=1:m856sd=pan:m856sf=6a12044](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/pan:@field(NUMBER+@band(pan+6a12044)):displayType=1:m856sd=pan:m856sf=6a12044)
  - [http://lcweb2.loc.gov/cgi-bin/query/i?ammem/detr:@field\(NUMBER+@band\(det+4a28102\)\):displayType=1:m856sd=det:m856sf=4a28102](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/detr:@field(NUMBER+@band(det+4a28102)):displayType=1:m856sd=det:m856sf=4a28102)
  - <http://www.lib.uchicago.edu/aep/mo/aep-mos1.jpg>
  - [http://lcweb2.loc.gov/cgi-bin/query/i?ammem/suffrg:@field\(NUMBER+@band\(cph+3b39728\)\):displayType=1:m856sd=cph:m856sf=3b39728](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/suffrg:@field(NUMBER+@band(cph+3b39728)):displayType=1:m856sd=cph:m856sf=3b39728)
- Images from the Progressive Era
- Multiple Perspectives, Multiple Sources
- RAFT

**Model/Demonstration:****Day 1**

- Motivation: Sorting. Teacher instructs student groups to place the provided photos into one of the following categories. Social, Environment (Conservation), Political, Economic. Students must be able to explain why they are placing it in a particular category. (There are no right/wrong answers.)
- Teacher displays the four categories around the room and has groups place each picture (or a description of a picture from the trade book) in one of the categories.
- Class makes observations about similarities and differences in choices. Teacher uses activity to clarify meanings of the words/themes: social, economic, political, and environment (conservation).
- Teacher assigns each group one of the themes for their news magazine project.
- Teacher instructs students to individually brainstorm anything they know about the Progressive Era that relates to their theme. Students can refer to their Fun Facts and Fun Ideas, as well as any of the activities from previous lessons.
- Teacher then instructs students to turn and talk to a member of their group to compare their brainstorms and possibly generate additional ideas. Student pairs then organize their brainstorms into categories.
- Teacher explains that the categories and words/ideas will lead students to their research.
- Teacher asks student pairs to list 3 ways that the key words will help them in their research. (Possible answers: things to look for when skimming and scanning, searching the index, conducting a web search)

[Gr. 8 SS  
Exam Alert](#)

Provides practice with CRQ skills: examining documents and drawing conclusions.

**Day 2**

- Teacher displays a page of the index from *A History of Us: An Age of Extremes*. Teacher asks students to point out words that are on their lists.

**Guided Practice:**

- Teacher distributes handout, Multiple Sources: Multiple Perspectives and demonstrates how it works using one of the student's key words in the first row. *Note: The Multiple sources: Multiple perspectives graphic organizer provides students with an opportunity to see how one event could be viewed in various ways. (Reading History, 2005 Dr. Janet Allen)*
- Teacher can distribute books according to theme or allow students to go to a designated area to choose books they would like to use.
- Student groups should complete the second row as a group, using a key word that is applicable to the broader ideas of their theme. Student groups then determine the particular area within their theme that each student will focus on. Student groups meet with teacher to show the completed second row and to share their individual topics. (Teacher should offer individual support in topic selection and any advice on how to hone the information in Multiple Sources: Multiple Perspectives.)

**Independent Exploration:****Day 3**

- Students complete Multiple Sources: Multiple Perspectives individually with a focus on a particular area within their theme while the teacher circulates offering assistance.

**Differentiation:**

- Teacher can assign specific texts in order to support different reading levels and research skills.
- Students (individually or as a group) can be asked to develop their article as local, national or international. This would add an additional layer to their group's news magazine as the magazine could be subdivided into sections with another layer of perspective.

**Share/Closure:**

- Students complete a RAFT graphic organizer, in order to think about their research and prepare to use it for their writing. *Note: The RAFT Technique (Santa, 1988) is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.*  
(<http://olc.spsd.sk.ca/de/pd/instr/strats/raft/index.html>)
- Student groups complete a 3-2-1 summary to post under the sign for their theme (3 things they want to remember, 2 things they found interesting, 1 question they still have).
- Students place their completed handouts into their research folder.

**Gr. 8 SS  
Exam Alert**

Provides practice with DBQ skills: RAFT graphic organizer hones writing skills.

**Assessment:**

- Teacher evaluates Multiple Sources: Multiple Perspectives graphic organizer.
- Teacher evaluates RAFT.

**Next Steps:**

- Students use skills for other research assignments.
- Students complete a writing assignment using their research.



<http://photoswest.org:8080/cgi-bin/cw.cgi?fullRecord+28745+594+623619975+5+0>



[http://lcweb2.loc.gov/cgi-bin/query/i?ammem/pan:@field\(NUMBER+@band\(pan+6a12044\)\):displayType=1:m856sd=pan:m856sf=6a12044](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/pan:@field(NUMBER+@band(pan+6a12044)):displayType=1:m856sd=pan:m856sf=6a12044)



[http://lcweb2.loc.gov/cgi-bin/query/i?ammem/detr:@field\(NUMBER+@band\(det+4a28102\)\):displayType=1:m856sd=detr:m856sf=4a28102](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/detr:@field(NUMBER+@band(det+4a28102)):displayType=1:m856sd=detr:m856sf=4a28102)



<http://www.lib.uchicago.edu/aep/mo/aep-mos1.jpg>



Woman Devotes Her Time to Gossip and Clothes Because She Has Nothing Else to Talk About. Give Her Broader Interests and She Will Cease to Be Vain and Frivolous.



<http://lweb2.loc.gov/rbc/rbnawsa/n7140/n7140r.jpg>



[http://lcweb2.loc.gov/cgi-bin/query/i?ammem/suffrg:@field\(NUMBER+@band\(cph+3b39728\)\):displayType=1:m856sd=cph:m856sf=3b39728](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/suffrg:@field(NUMBER+@band(cph+3b39728)):displayType=1:m856sd=cph:m856sf=3b39728)

Images from the trade book text set

<b>Title</b>	<b>Author</b>	<b>Pages</b>
<i>Prosecuting Trusts: The Courts Break Up Monopolies in America</i>	Bernadette Brexel	6, 12, 21, 26
<i>The Federal Reserve Act: Making the American Banking System Stronger</i>	Melanie Ann Apel	12, 26
<i>Settlement Houses: Improving the Social Welfare of American Immigrants</i>	Michael Friedman Brett Friedman	24, 27
<i>Political Reforms: American Citizens Gain More Control Over Their Government</i>	Kate Wingate	12, 14
<i>John Muir</i>	Barbara Kiely Miller	5, 15

**Multiple Sources: Multiple Perspectives** (adapted from the work of Dr. Janet Allen)

Research your theme using keywords you brainstormed and a variety of sources.

Key Word	Sources (Title, author, publisher, city, copyright)	Factual Information	Reading Between the Lines	Questions/New Key Words
Monopoly  (Modeled based on theme of political reform)	<i>The Sherman Anti-Trust Act</i> Holly Cefrey Rosen Central New York 2004	Businesses united as trusts, or monopolies. Businesses became too big and didn't allow for competition. The Sherman Anti-Trust Act regulated businesses.	While businesses need to be able to expand, the government has a responsibility to make sure they do not become too powerful.	How was the Sherman Anti-trust Act enforced?

**RAFT**

<b>R</b> (ex. Reporter)	<b>A</b> (ex. Immigrants)
<b>F</b> (ex. Editorial)	<b>T</b> (ex. Business practices)

R - Role: What role(s) could the student assume as a writer?

A - Audience: Choose possible audiences for writing.

F – Format: Specify format possibilities the writing will take (expose, editorial, feature article, cartoon).

T – Topic: Define the topic, determine the questions to be answered and point to be made. (Students need to define the role of their particular theme in the Progressive Era.)

## HOW TO USE THE FIVE W'S TO WRITE A NEWS ARTICLE ON THE PROGRESSIVE ERA

### Unit of Study/Theme: The Progressive Era

(This lesson covers 2 days)

#### Focus question:

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

#### The Teaching Point:

- Students will be able to organize their previous research into a news article.

#### Why/Purpose/Connection:

- This lesson provides students with the structure for presenting research in a creative written format that can be applied to future research assignments.

#### Materials/Resources/Readings:

- Title from the trade book text set:
  - Available for reference
- Websites:
  - <http://eagle.brooklynpubliclibrary.org/Default/Skins/BEagle/Client.asp?Skin=BEagle>
  - <http://www.spartacus.schoolnet.co.uk/USAmcclureM.htm>
- Exclusion Brainstorm
- Sample articles
- 5 W's graphic organizer
- Writing a News Article Outline

#### Model/Demonstration:

##### Day 1

- Teacher instructs student pairs or small groups to complete an exclusion brainstorm on the Progressive Era. Student groups or pairs should be grouped using the common theme (Social, Economic, Environment (Conservation), Political). *Note: An exclusion brainstorm allows students to think critically about key words while building their personal word bank on a specific topic. (Reading History, 2005, Dr. Janet Allen.)*
- Teacher conducts a shared reading of Sam McClure's introduction to an issue of his magazine. Teacher asks students to note factors they like about the article and factors they dislike.
- Teacher provides excerpts from other articles for students to critique. Students may use an article pass to preview multiple articles, or a jigsaw with different students taking responsibility for different articles. They could be from both the past and the present, and of varying formats. Students should pay special attention to effective specialized vocabulary and descriptive words.

- “What is a lynching?” Ray Stannard Baker, McClure’s Magazine February 1905 <http://www.spartacus.schoolnet.co.uk/USAmclureM.htm>
- Political Cartoons:  
<http://www.thomasnast.com/TheCartoons/NastCartoons.htm>
- Letter to the President:  
[http://www.archives.gov/exhibits/american\\_originals/modern.html](http://www.archives.gov/exhibits/american_originals/modern.html)
- Teacher helps students to list characteristics of an effective news article.
- Teacher explains that students are going to use the models to write their own article on their theme for the Progressive Era.

**Guided Practice:**

- Teacher instructs students to take their Multiple Sources: Multiple Perspectives and RAFT graphic organizers out of their research folder.
- Teacher tells students to use their previous research to complete their 5 W’s graphic organizer.

**Independent Exploration:****Day 2**

- Students individually complete the outline for writing a news article.
- Students write their news article.

**Differentiation:**

- Teacher can set different writing goals for different students.
- Students can be allowed to create a political cartoon in place of an article.
- Teacher meets with individual students to offer writing support.

**Share/Closure:**

- Students exchange news articles. Using post-its, students write one thing their partner’s article does that was listed on the characteristics of an effective article.

**Assessment:**

- Teacher evaluates articles.

**Next Steps:**

- Students explore editing and proofreading strategies.

**Gr. 8 SS  
Exam Alert**

Provides practice with DBQ skills:  
Creating an outline for an essay.

**The Progressive Era**  
Exclusion Brainstorm  
(Dr. Janet Allen)

Discuss the words in the box below with members of your group. Taking the role of a news reporter, circle the words you would use in your article and put a line through words you would exclude from your article.

**The Progressive Era**

Theme: \_\_\_\_\_

Progressives	Roosevelt	social
change	oil	trains
parks	national	settlement house
immigrants	monopolies	civil rights
trust	dream	urban
rural	woman	amendments
constitution	Americans	muckrakers
journalism	business	money
strike	workers	unions
wilderness	money	temperance
suffrage	John Muir	Susan B Anthony
Jane Addams	poor	tenements
children	laws	Yosemite

**Other words that might be used**

_____	_____
_____	_____
_____	_____
_____	_____

**Possible lead for a story**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2) [Samuel McClure](#), *McClure's Magazine* (January, 1903)

How many of those who have read through this number of the magazine noticed that it contains three articles on one subject? We did not plan it so; it is a coincidence that the January McClure's is such an arraignment of American character as should make every one of us stop and think. How many noticed that?

The leading article, "The Shame of Minneapolis," might have been called "The American Contempt of Law." That title could well have served for the current chapter of Miss Tarbell's History of Standard Oil. And it would have fitted perfectly Mr. Baker's "The Right to Work." All together, these articles come pretty near showing how universal is this dangerous trait of ours.

Miss Tarbell has our capitalists conspiring among themselves, deliberately, shrewdly, upon legal advice, to break the law so far as it restrained them, and to misuse it to restrain others who were in their way. Mr. Baker shows labor, the ancient enemy of capital, and the chief complainant of the trusts' unlawful acts, itself committing and excusing crimes. And in "The Shame of Minneapolis" we see the administration of a city employing criminals to commit crimes for the profit of the elected officials, while the citizens - Americans of good stock and more than average culture, and honest, healthy Scandinavians - stood by complacent and not alarmed.

Capitalists, workingmen, politicians, citizens - all breaking the law, or letting it be broken. Who is left to uphold it? The lawyers? Some of the best lawyers in this country are hired, not to go into court to defend cases, but to advise corporations and business firms how they can get around the law without too great a risk of punishment. The judges? Too many of them so respect the laws that for some "error" or quibble they restore to office and liberty men convicted on evidence overwhelmingly convincing to common sense. The churches? We know of one, an ancient and wealthy establishment, which had to be compelled by a Tammany hold-over health officer to put its tenements in sanitary condition. The colleges? They do not understand.

There is no one left; none but all of us. Capital is learning (with indignation at labor's unlawful acts) that its rival's contempt of law is a menace to property. Labor has shrieked the belief that the illegal power of capital is a menace to the worker. These two are drawing together. Last November when a strike was threatened by the yard-men on all the railroads centering in Chicago, the men got together and settled by raising wages, and raising freight rates too. They made the public pay. We all are doing our worst and making the public pay. The public is the people. We forget that we all are the people; that while each of us in his group can shove off on the rest the bill of today, the debt is only postponed; the rest are passing it on back to us. We have to pay in the end, every one of us. And in the end the sum total of the debt will be our liberty.

### The 5 W's for Writing a News Article The Progressive Era



Theme: \_\_\_\_\_

Topic: \_\_\_\_\_

Who?

What?

When?

Where?

Why?

Interesting Content Words

Descriptive Words

The point of my article is....

### Writing a News Article

Create an outline for your news article.

Lead:

Paragraph 1:

- 
- 
-

Paragraph 2:

- 
- 
-

Paragraph 3:

- 
- 
-

Paragraph 4:

- 
- 
-

Conclusion:

## HEADLINES ON THE PROGRESSIVE ERA

**Unit of Study/Theme:** The Progressive Era

**Focus question:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will be able to find the main idea of an article about the Progressive Era
- Students will be able to write a headline for their article.

**Why/Purpose/Connection:**

- This lesson builds knowledge of the Progressive Era while identifying the purpose of headlines.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *A History of Us: An Age of Extremes*
- Websites
  - <http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html>
  - <http://historymatters.gmu.edu/d/5733/>
  - [http://www.ilr.cornell.edu/trianglefire/texts/newspaper/nyt\\_032611\\_5.html?location=Fire!](http://www.ilr.cornell.edu/trianglefire/texts/newspaper/nyt_032611_5.html?location=Fire!)
  - [http://www.ilr.cornell.edu/trianglefire/texts/newspaper/cst\\_032611.html?location=Fire!](http://www.ilr.cornell.edu/trianglefire/texts/newspaper/cst_032611.html?location=Fire!)
  - [http://www.kancoll.org/articles/orphans/or\\_news2.htm](http://www.kancoll.org/articles/orphans/or_news2.htm)

**Model/Demonstration:**

- Motivation: Students are provided with headlines, from both the Progressive Era and a contemporary news magazine.
- Teacher instructs student pairs to list all things the headlines have in common. The goal here is to analyze what a headline is, not the content of the headline.
- Student pairs choose the headline that they find the most enticing and explain why they would be motivated to read the particular article.
- Teacher points out that a headline gives the main idea of an article, in a way that entices the reader.
- Teacher explains to students that they will participate in a shared reading about an event that took place during the Progressive Era. Teacher instructs students to listen for key words that they could use to write a headline for the article.
- Teacher conducts a shared reading of “Inferno in Chicago” from *A History of Us: An Age of Extremes*, pp. 114-115.
- Teacher instructs student pairs to write a headline. Students then “whip” around the room stating their headline.

- Teacher leads a discussion on the similarities between the headlines.

**Guided Practice:**

- Student groups are each given an article. Groups read the article and then write a headline.
- Student groups compare their headline to the actual headline using a Venn diagram.

**Independent Exploration:**

- Students write headlines for their individual articles on the Progressive Era.

**Differentiation:**

- Students could be given images for which to write titles/headlines.
- Select students could do their guided exploration as a shared reading or read aloud.

Gr. 8 SS  
[Exam Alert](#)

Provides  
practice  
with  
analyzing  
headlines.

**Share/Closure:**

- Students share their headlines while their classmates guess about the content of their articles.

**Assessment:**

- Teacher evaluates headlines.

**Next Steps:**

- Students explore current events through current headlines.
- Students read excerpts from famous muckrakers.

### Progressive Era Headlines with Articles

Ten Days in a Madhouse

<http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html>

Tweed Days in St Louis

<http://historymatters.gmu.edu/d/5733/>

141 Men and Girls Die in Waist Factory Fire; Trapped High Up in Washington Place Building; Street Strewn with Bodies; Piles of Dead Inside

[http://www.ilr.cornell.edu/trianglefire/texts/newspaper/nyt\\_032611\\_5.html?location=Fire!](http://www.ilr.cornell.edu/trianglefire/texts/newspaper/nyt_032611_5.html?location=Fire!)

New York Fire Kills 148: Girl Victims Leap to Death from Factory

[http://www.ilr.cornell.edu/trianglefire/texts/newspaper/cst\\_032611.html?location=Fire!](http://www.ilr.cornell.edu/trianglefire/texts/newspaper/cst_032611.html?location=Fire!)

THE NEW YORK ORPHANS ALL FIND HOMES

[http://www.kancoll.org/articles/orphans/or\\_news2.htm](http://www.kancoll.org/articles/orphans/or_news2.htm)

Hundreds Dead!

<http://www.sfmuseum.org/press/clip.html>

## HOW TO WRITE A BIBLIOGRAPHY

**Unit of Study/Theme:** The Progressive Era

**Focus question:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will be able to cite sources used in their research

**Why/Purpose/Connection:**

- This lesson demonstrates how to write a bibliography and why it is necessary.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Kids At Work: Lewis Hine and the Crusade Against Child Labor*
- Websites
  - [www.easybib.com](http://www.easybib.com)
- Prepared index cards with parts of a bibliography

**Model/Demonstration:**

- Teacher engages students by telling them that they will play a game called “Two Truths and a Lie.” Each student chooses a trade book. Teacher instructs students to find two facts using the skim and scan strategy. Students then make up a lie.
- Teacher instructs students to turn to a partner and share their two truths and a lie. The partner needs to guess which statement is the lie.
- After both students have taken a turn, the pair must discuss how they could have determined the lie without just guessing.
- Teacher explains that a bibliography shows where information comes from so it allows the reader to check the facts. It also provides a list of places a reader could go for more information.
- Teacher explains that bibliographies follow a format so that any reader could identify where the information came from.
- Teacher displays the bibliography from *Kids At Work: Lewis Hine and the Crusade Against Child Labor*, p. 99.
- Teacher asks students to make observations based on the example. (Possible observations include: alphabetical order, author last name first, italicize title.) Teacher charts responses.
- Teacher then displays a model and notes things to remember. (Teacher may also model formats for other types of sources such as websites, articles, and primary sources.)
  - Last name of author, First name of author. *Title*. City of Publication: Publisher, Copyright.

- Alphabetical order, indent every line after the first line, beware of punctuation

**Guided Practice:**

- Teacher provides student groups with index cards reflecting each piece of a citation. (title, author, copyright, publisher, city, and all punctuation)
- Groups place them in the proper order.
- Groups then create an entry for one of the trade books.
- Groups think of other possibilities/problems that they may encounter when trying to do a bibliography. (no author, just an editor, more than one author.)
- Teacher circulates checking for correct format.
- Teacher may also introduce the website, [www.easybib.com](http://www.easybib.com)

**Independent Exploration:**

- Using their sources from their Multiple Sources: Multiple Perspectives graphic organizer, students create a bibliography.

**Differentiation:**

- Teacher can provide a simpler format for students needing extra support. For example, teacher can ask a student to just provide the title and the author in alphabetical order.

**Share/Closure:**

- Students exchange bibliographies to look for any mistakes.
- Students share reasons why bibliographies are important.
- Students may add to their Fun Facts and Fun Ideas sheet

**Assessment:**

- Teacher evaluates bibliographies.

**Next Steps:**

- Students create annotated bibliographies on the Progressive Era.

## PRIMARY SOURCES FROM THE PROGRESSIVE ERA

**Unit of Study/Theme:** The Progressive Era

**Focus question:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will learn how to identify primary source material.

**Why/Purpose/Connection:**

- This lesson helps students hone analysis and inference skills while building knowledge on the Progressive Era.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *A History of Us: An Age of Extremes*
  - *Jane Addams: Pioneer Social*
- Alike but Different Graphic Organizer

**Model/Demonstration:**

- Motivation: Teacher provides the students with a pair of sources. Students will read the two sources to find the common denominators or list what the two sources have in common. *Note: The common denominator activity provides students a framework for critically thinking about two sources.* (From the work of Dr. Janet Allen.)
- Pair 1
  - From p. 137, *A History of Us: An Age of Extreme*: “The distinguishing thing about the Progressives was something [that] might be called “activism:” they argued that the social evils will not remedy themselves, and that it is wrong to sit by passively and wait for time to take care of them....Conservatives generally believed in time and nature to bring progress; progressives believed in energy and governmental action.” Richard Hofstadter, historian.
  - From p. 142, *A History of Us: An Age of Extremes*: “This country will not be a permanently good place for us to live unless it’s a good place for all us to live.” Theodore Roosevelt, progressive president
- Pair 2
  - From p. 94, *A History of Us: An Age of Extremes*: A poster (in English and German) rallying workers to the fateful May 4, 1886, meeting in Chicago’s Haymarket Square (You could substitute the poster with the image on p. 95)
  - From p. 95, *A History of Us: An Age of Extremes*: paragraph 2: workers versus business owners

**Gr. 8 SS  
Exam Alert**

Provides practice with inferring from historical quotes, historical posters, maps, and photographs

- Pair 3
  - From p. 18 of *Jane Addams: Pioneer Social Worker*: Photo of poor immigrant street
  - From p. 19 of *Jane Addams: Pioneer Social Worker*: Image of US map highlighting Chicago
- After students complete the common denominator activity, teacher asks students how the sources were different and charts student responses
- Teacher points out that some of the differences can help us characterize primary and secondary sources.
- Teacher provides students with a definition of primary and secondary source
  - Primary source: a first-hand or eyewitness account.
  - Secondary source: any document that describes an event, person, place or thing, usually not created at that time.
- Teacher then asks student pairs where we could find them, reminding students to think of where the examples came from.

**Guided Practice:**

- Teacher instructs students to complete an Alike But Different graphic organizer on primary and secondary sources. (*Note: An Alike but Different graphic organizer helps refine student understanding of a concept by putting it in the context of a similar concept from which they need to distinguish the finer details. (Reading History, 2005, Dr. Janet Allen.)*)

**Independent Exploration:**

- Teacher instructs students to find a primary source that they could use as an image in their article. Students must create their own caption for the image.
- Students can look through the trade book text set.

**Differentiation:**

- Teacher can use images, images and text, or only text. Multiple examples provided in the model/demonstration.

**Share/Closure:** Selected students share their image and explain how they knew it was a primary source and not a secondary source.

**Assessment:**

- Teacher evaluates selection of primary sources for accuracy and relevance.

**Next Steps:** Students create a scrapbook of primary sources.

# Alike But Different



Primary Sources

Secondary Sources

What they have in common

What makes them unique

Empty box for notes on primary sources.

Empty box for notes on secondary sources.

## HOW TO COMPILE A NEWS MAGAZINE ON THE PROGRESSIVE ERA

**Unit of Study/Theme:** The Progressive Era  
(This lesson spans 2 days.)

**Focus question:**

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

**The Teaching Point:**

- Students will be able to use a story board to plan their project.

**Why/Purpose/Connection:**

- This lesson demonstrates how to plan a project and organize material into an attractive presentation.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - Various titles for checking facts and supplementing research
- Computer word processing program

**Model/Demonstration:**

**(Day 1)**

- Teacher reads aloud a poem by Robert Frost, “The Road Not Taken,” found on the dedication page of *A History of Us: An Age of Extremes*. Teacher asks students to reflect on how sentiments expressed in the poem might be relevant and/or connected to the Progressive Era.
- Teacher provides student groups with a variety of news magazines. Teacher asks groups to represent the parts of the news magazine on a template.
- Teacher explains that they will need to do the reverse for their project. Students have their articles, images, and captions. Now they will use a blank template to decide where they should be placed.
- Teacher asks student groups to refer back to the current news magazine. Guiding questions include:
  - Which article is the main headline? Why?
  - What other features are on the cover?
  - How are the articles laid out?
  - What things could you find aside from articles?
- Teacher instructs student groups to choose two additional pieces to add to their news magazine (Dear Abby, an advertisement, classified).

**Gr. 8 SS  
Exam Alert**

Provides practice interpreting poetry.

**Guided Practice:**

- Teacher circulates while student groups use a template to create a lay out/mock up of their news magazine, depicting where they will place various headlines, captions, table of contents.

**Independent Exploration:****(Day 2)**

- Students work on final proofreading, editing and compilation. This can involve cutting and pasting, or working in a word processing program depending on your computer accessibility.
- Student groups also work on their additional pieces remembering that it must reflect the historical period.

**Differentiation:**

- Multiple activities allow for various learning styles.
- Teacher can adjust the expectations of the product to accommodate different learners. For example, some students might only need one additional piece for their news magazine.

**Share/Closure:**

- Students share their news magazines with other groups.
- Students discuss the similarities and differences between news magazines sharing reasons for their individual editorial decisions.

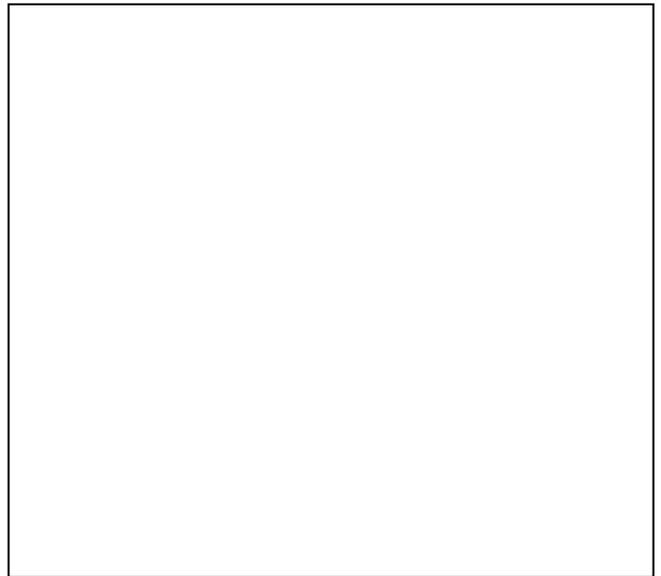
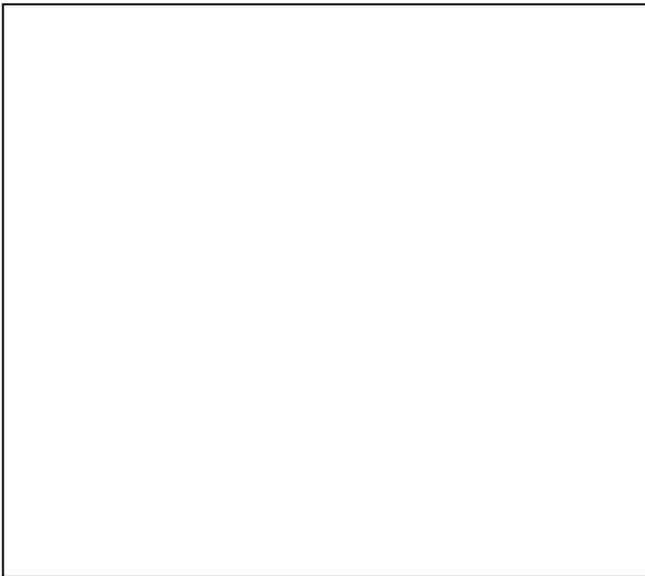
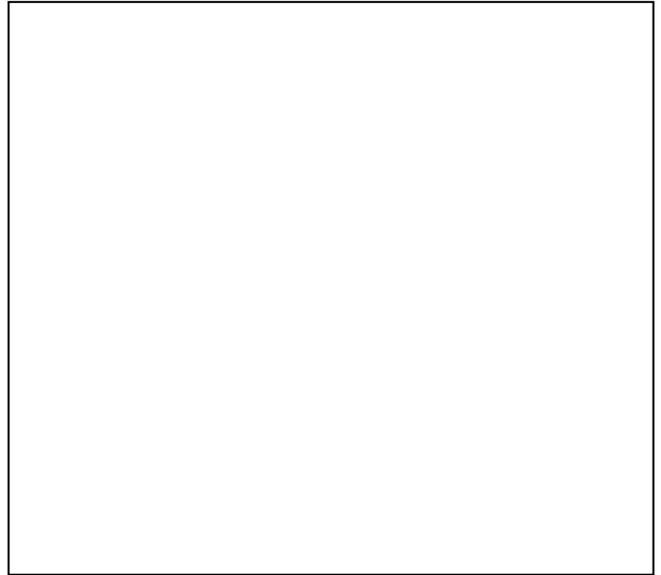
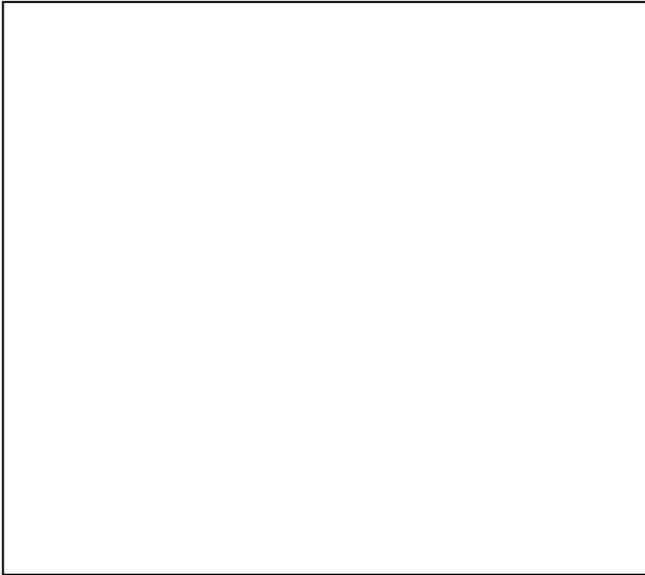
**Assessment:**

- Teacher evaluates news magazines using a rubric.

**Next Steps:**

- Students apply research skills to future units.
- Students answer the focus questions based on their individual research.

News magazine template



## PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, The Progressive Era, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

### **In Focus**

During this unit, students conducted inquiries into the Progressive Era. Based on their research students should discuss, either in small groups or as a whole class the following essential question and focus questions.

Essential Question: How do people effect change and reform?

- How did immigration and industrialization conditions lead to the Progressive Movement?
- How was change and reform promoted through individual actions?
- How was change and reform reflected in government action?
- What reforms of the Progressive era are still seen today?

### **Raking the Muck today**

- What role does muckraking, or investigative journalism, play today?
- How do you feel about contemporary muckrakers such as Michael Moore? (*The Muckrakers: American Journalism During the Age of Reform*, p. 15)

### **Social Activism**

- What role should the individual play in promoting social justice? Do we have a responsibility to our community? Our nation? Our world?

## Field Trips for The Progressive Era

### Location

### Exhibits and Programs

#### **City Hall**

Manhattan

212 639-9675

[http://www.nyc.gov/html/artcom/html/tours/city\\_hall.shtml](http://www.nyc.gov/html/artcom/html/tours/city_hall.shtml)

#### **Museum of the City of New York**

1220 5<sup>th</sup> Avenue, Manhattan

<http://www.mcnyc.org/>

New York City Photographs, Prints, and Drawings

#### **Public Art for Public Schools**

<http://schools.nyc.gov/community/facilities/PublicArt/TimePeriods/Progressive/default.htm>

Various locations

Beautifying Schools in the Progressive Era

#### **Statue of Liberty**

Liberty Island

877-523-9849

<http://statueofliberty.org>

#### **The Lower East Side Tenement Museum**

Orchard Street, Manhattan

212-431-0233

<http://www.tenement.org/k12.php>

Tenement Inspectors

#### **Theodore Roosevelt Birthplace**

28 East 20<sup>th</sup> Street, Manhattan

(212) 260-1616

<http://www.nps.gov/thrb/>

#### **Tweed Courthouse**

52 Chambers St, Manhattan

212 639-9675

<http://www.nyc.gov/html/artcom/html/tours/tweed.shtml>



# V.

## Additional Resources

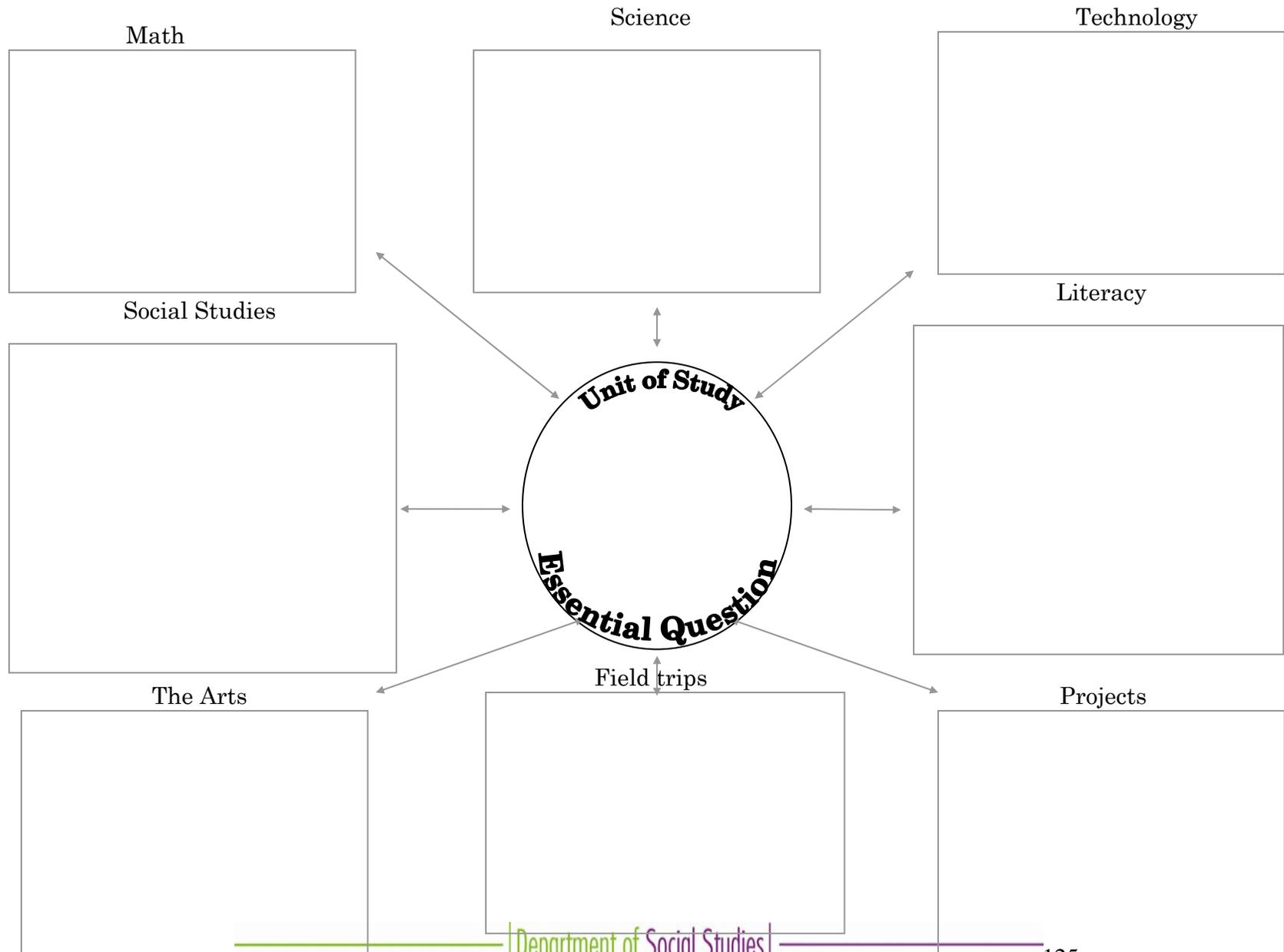


Political Cartoon

<http://www.archives.gov/education/lessons/election-cartoons/images/progressive-fallacies.gif>



### BRAINSTORM WEB TEMPLATE



**ESSENTIAL QUESTION**

Content/Academic Vocabulary (sample)

Focus Questions



**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

**INTERDISCIPLINARY PLANNING TEMPLATE**

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

**LESSON PLAN STRUCTURE****Unit of Study/Theme** \_\_\_\_\_**Date** \_\_\_\_\_**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

**TEXT SELECTION PLANNER****Text Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_**Text Genre:** \_\_\_\_\_

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

**Student Outcomes:** Decide what you want the students to know or be able to do as a result of interacting with this text.

- 
- 
- 

**Social Studies Outcomes:** What are the specific Social Studies outcomes to be connected with this text?

- 
- 
- 

**ELA Outcomes:** What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

- 
- 
- 

**What will students do to interpret this text (read and discuss, highlight, take notes, complete graphic organizer, etc.)?**

-

**THINKING ABOUT TEXT TEMPLATE**

Your Name: \_\_\_\_\_

Name of text: \_\_\_\_\_

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

**THINKING ABOUT IMAGES TEMPLATE**

Your Name: \_\_\_\_\_

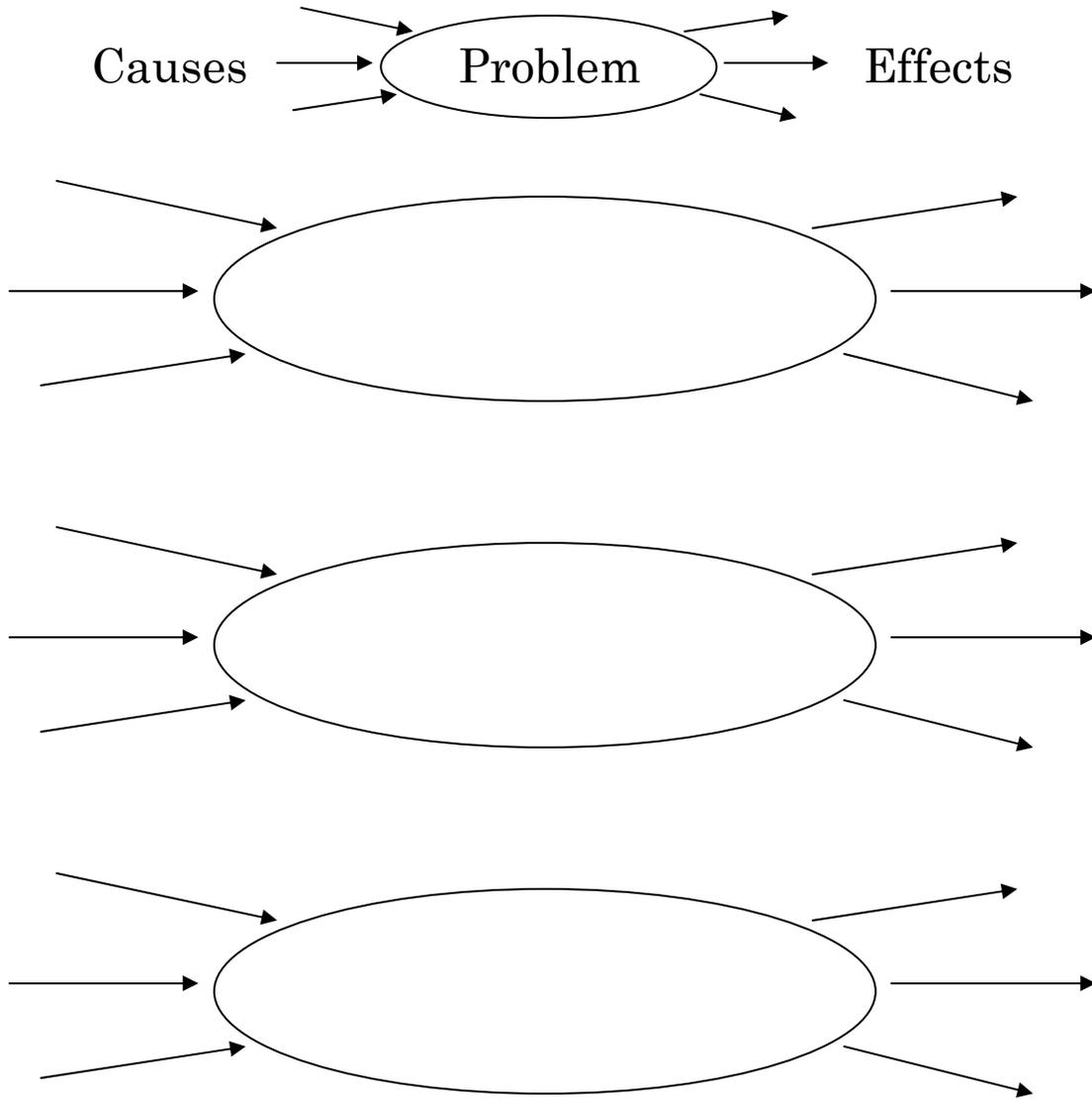
Name of image: \_\_\_\_\_

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

**CAUSE-EFFECT TEMPLATE**



**NOTE-TAKING TEMPLATE**

**Chapter Title:** \_\_\_\_\_

**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

**What I Learned (Details):**

- 
- 
- 
- 
- 
- 
- 
- 
- 
-

**WHAT DOES IT MEAN TO SUMMARIZE?**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

---

---

---

**WHAT'S THE POINT?  
LOOKING FOR THE MAIN IDEA**

Name \_\_\_\_\_

Text \_\_\_\_\_

As I read, I note the following:

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

4) \_\_\_\_\_  
\_\_\_\_\_

To sum up points 1-4, I think that this text is mostly about...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PARAPHRASE ACTIVITY SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

The Actual Text Reads...	In My Own Words...

**OPINION/PROOF THINK SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

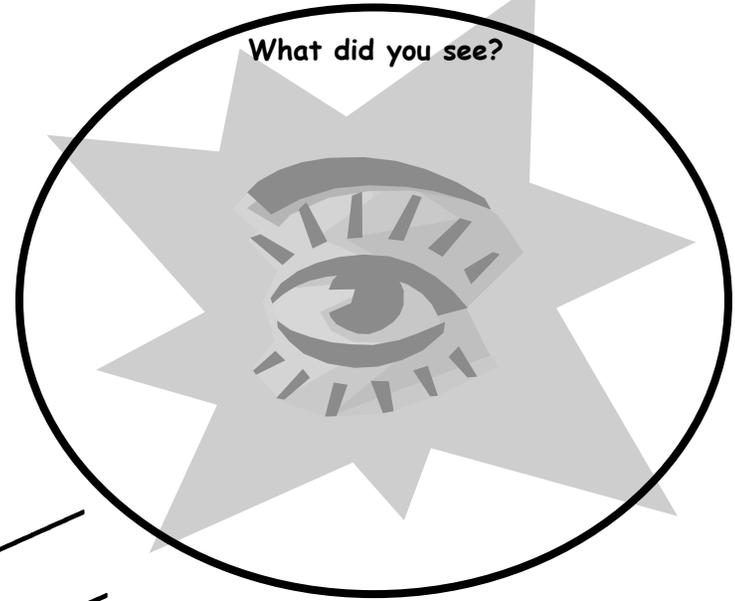
<b>What I think</b>	<b>Evidence</b>
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

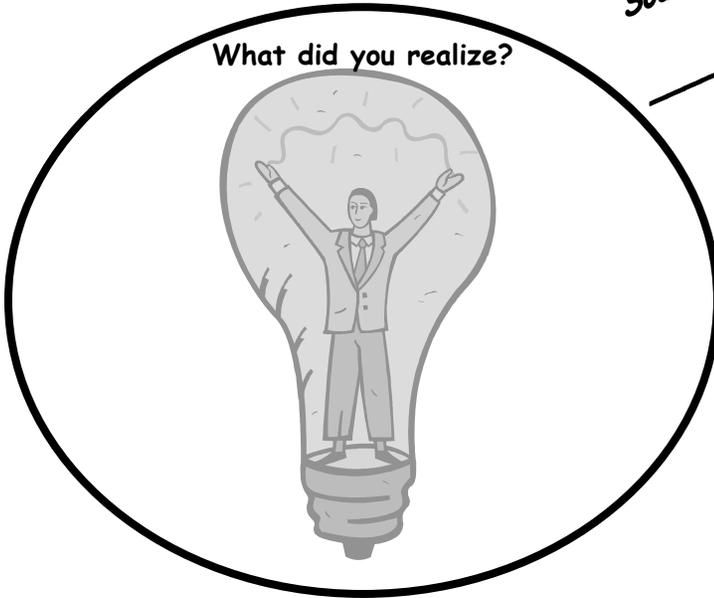


What did you see?

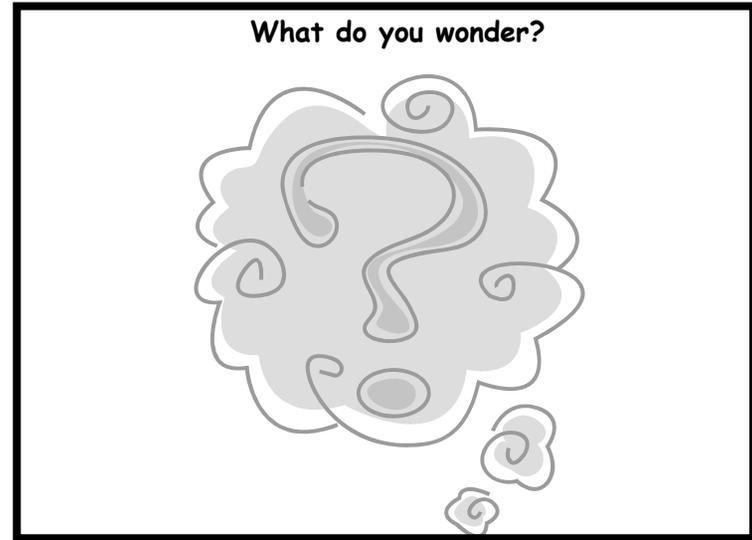


Source:

What did you realize?



What do you wonder?



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