Grades: 9-12  
Subjects: U.S. History, English  
Time Required: 3 class period (50-60 minutes each)  
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OVERVIEW
Students will closely examine the social problems that emerged in American society as a result of industrialization. Throughout this lesson, students will be interpreting, comparing, and evaluating primary sources from the early 20th century. They will understand how photojournalism exposed desperate social conditions and political corruption on many different levels. Throughout this lesson, students will engage in visual and informational literacy experiences that will enhance their investigative and analytical skills.

UNDERSTANDING GOAL
Students will be able to effectively determine how the powerful medium of photography was strategically used to combat social injustice on many levels.

OBJECTIVES
Students will be able to
- Identify the major muckraking journalists during the Progressive Era.
- Explain the fundamental goals and beliefs of the Progressives.
- Interpret primary sources from 1890 - 1920 using various analysis tools and techniques.
- Distinguish between yellow journalists and muckrakers.
- Design a dynamic visual presentation that identifies reforms made during the Progressive Era that can still be seen in today’s society.
- Evaluate the limits of Progressivism.
- Sequence and understand major events during the Progressive Era.

INVESTIGATIVE QUESTIONS
How did the Progressive Movement impact American society? How can this impact still be seen today?

MATERIALS USED
- Magazine
- Tape
- Glue Sticks
- Rulers
- Chart Paper
- Construction Paper
- Colored Pencils
- Spiral Notebook
- Markers
- Internet Access
- Scissors
- 2-pocket folders
TENNESSEE CURRICULUM STANDARDS

High School U.S. History

US.22 Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals.

English III

3003.2.8 Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively.

3003.2.11 Provide a coherent and effective conclusion that reinforces the presentation in a powerful way, presents the topic in a new light (e.g., as a call to action, placing the topic in context to emphasize its importance), and brings the talk to a clear and logical close.

3003.4.1 Define and narrow a problem or research topic.

3003.4.2 Take and organize notes on relevant knowledge, identifying multiple perspectives and areas for research.

3003.5.2 Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions.

3003.7.2 Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.

RESOURCES USED

- Analyzing Primary Sources Teacher’s Guide
- Analyzing Primary Sources Student’s Worksheet
- Progressive Era Primary Source Set
- The Evening Missourian, August 26, 1920
- Teacher Presentation
- American Memory Timeline: Progressive Era
- Analyzing Prints and Photographs Teacher’s Guide
- Analyzing Political Cartoons Teacher’s Guide

PROCEDURE

Day 1

Step 1 This lesson will be introduced by posing the investigative questions: How did the Progressive Movement impact American society? How can this impact still be seen today? Using the teacher presentation and the American Memory Timeline, provide students with a general overview of the Progressive Era.

Step 2 Assign students to investigative teams of no more than 3 students each. Have students determine their specific team roles and responsibilities. Students should also appoint a team leader to head the investigation. The teacher should circulate throughout the room to ensure that students stay on task and to monitor student progress.
PROCEDURE (CONT.)

Day 1 cont.

Step 3  Provide each investigative team with a photograph from the Progressive Era Primary Source Set and the Analyzing Primary Sources Student’s Worksheet. Also provide students with copies of the Analyzing Primary Sources Teacher’s Guide. Students should seek to answer as many of the questions as possible, paying particular attention to the questions, “If someone made this today, what would be different? What would be the same?”

Step 4  To conclude the lesson for the day, the lead investigator from each group will share that group’s findings with the class.

Step 5  For homework, students should identify five social problems that existed during the Progressive Era. Students should explain in their journals (spiral notebooks) why these problems needed to be reformed and/or resolved, what solutions or strategies were used to address the issues, how successful the reform efforts were, and what the benefits are to modern-day society. Students should write a short summary for each of the five social problems they identified.

Day 2

Step 6  To start this phase of the lesson, each student will be provided with a copy of The Evening Missourian, August 26, 1920. Students will individually analyze this primary source using the Analyzing Primary Sources Student’s Worksheet. Selected students should share their responses.

Step 7  Next, using the previous night’s homework, students will individually create a timeline scrapbook of major progressive reforms from 1890 to 1920. Students should list and explain up to 10 key events. Students will address the following questions: Why was this event important to American society? What impact did this event have on society and individuals? Who had the most to gain and who had the most to lose?

Step 8  Students should provide primary source images for each event. Also, students will use the Analyzing Primary Sources Student’s Worksheet to evaluate and analyze the primary source images. You might recommend that students utilize Analyzing Prints and Photographs Teacher’s Guide or Analyzing Political Cartoon Teacher’s Guide, depending on the types of primary sources they have found in their research.

Step 9  The timeline books will be created by the students using 2-pocket folders with fasteners in the middle and different colored paper (or just plain white paper).
PROCEDURE (cont.)

Day 2 cont.

Step 11  For homework, students will reflect on their research and identify one issue that persists today (such as voting rights, food safety, poverty, etc.). Students will conduct an in-depth analysis and find current muckraking-type articles relating to the issue that they have identified. Students may survey their local communities and/or school for social problems. Students can use a variety of methods while gathering this information such as digital photographs, audio interviews, and written descriptions. You may elect to give students additional time to complete this step. Students will then present their findings to the class the next day either as an oral report, poster, or PowerPoint presentation.

Day 3

Step 12  Students will share their journal reflections and timelines with the class. The teacher will appoint a student to facilitate this discussion.

EXTENSION

Students can engage in an expository writing exercise in which they take on the role of a newspaper editor during Woodrow Wilson’s administration. Each student will write an article about the failure of progressive reformers to address African American issues.

EVALUATION

Student progress will be assessed according to the following 3 rubrics:

1. Oral Presentation Rubric: Investigative Journalist Group Presentations (pp. 4-5)
2. Timeline Rubric: The Progressive Era 1890-1920 (pp. 5-6)
3. Visual Aid Rubric: PowerPoint Appearance and Content (pp. 7-7)

1. Oral Presentation Rubric: Investigative Journalist Group Presentations

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer most questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Student is unable to accurately answer questions posed by classmates about the topic.</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Category</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispro-</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispro-</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Misp-</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td>Collaboration with Peers</td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
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2. Timeline Rubric: The Progressive Era 1890-1920

<table>
<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content/Facts</td>
<td>Facts were accurate for all events reported on the timeline.</td>
<td>Facts were accurate for almost all events reported on the timeline.</td>
<td>Facts were accurate for most (~75%) of the events reported on the timeline.</td>
<td>Facts were often inaccurate for events reported on the timeline.</td>
</tr>
<tr>
<td>Graphics</td>
<td>All graphics are effective and balanced with text use.</td>
<td>All graphics are effective, but there appear to be too few or too many.</td>
<td>Some graphics are effective and their use is balanced with text use.</td>
<td>Several graphics are not effective.</td>
</tr>
<tr>
<td>Learning of Content</td>
<td>The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.</td>
<td>The student cannot use the timeline effectively to describe events nor to compare events.</td>
</tr>
<tr>
<td>Readability</td>
<td>The overall appearance of the timeline is pleasing and easy to read.</td>
<td>The overall appearance of the timeline is somewhat pleasing and easy to read.</td>
<td>The timeline is relatively readable.</td>
<td>The timeline is difficult to read.</td>
</tr>
</tbody>
</table>
3. Visual Aid Rubric: PowerPoint Appearance and Content

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics Sources</td>
<td>Graphics are hand drawn. The illustrator(s) are given credit somewhere in the presentation.</td>
<td>A combination of hand drawn and stock graphics are used. Sources are documented in the presentation for all images.</td>
<td>Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all &quot;borrowed&quot; images.</td>
<td>Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, or sources are not documented for all images.</td>
</tr>
<tr>
<td>Background</td>
<td>Background does not detract from text or other graphics. Choice of background is consistent from slide to slide and is appropriate for the topics.</td>
<td>Background does not detract from text or other graphics. Choice of background is consistent from slide to slide.</td>
<td>Background does not detract from text or other graphics.</td>
<td>Background makes it difficult to see text or competes with other graphics on the page.</td>
</tr>
<tr>
<td>Content-Accuracy</td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that might be inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly flawed or inaccurate.</td>
<td>Content is typically confusing or contains more than one factual error.</td>
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<tr>
<td>Originality</td>
<td>Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.</td>
<td>Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.</td>
<td>Presentation shows an attempt at originality and inventiveness on 1-2 slides.</td>
<td>Presentation is a re-hash of other people’s ideas and/or graphics and shows very little attempt at original thought.</td>
</tr>
<tr>
<td>Text—Font Choice &amp; Formatting</td>
<td>Font formats (e.g. color, bold, italic) have been carefully planned to enhance the readability and content.</td>
<td>Font formats have been carefully planned to enhance readability.</td>
<td>Font formatting has been carefully planned to complement the content. It may be a little hard to read.</td>
<td>Font formatting makes it very difficult to read the material.</td>
</tr>
<tr>
<td>Sequencing of Information</td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.</td>
<td>Most information is organized in a clear, logical way. One slide or time of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional slide or item of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
</tr>
<tr>
<td>Buttons and Links Work Correctly</td>
<td>All buttons and links work correctly.</td>
<td>Most (99-90%) buttons and links work correctly.</td>
<td>Many (89-75%) of the buttons and links work correctly.</td>
<td>Fewer than 75% of the buttons work correctly.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Project includes all material needed to gain a comfortable understanding of the topic. It is highly effective study guide.</td>
<td>Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.</td>
<td>Project is missing more than two key elements. It would make an incomplete study guide.</td>
<td>Project is lacking several key elements and has inaccuracies that make it a poor study guide.</td>
</tr>
</tbody>
</table>