The Age of Reform (Progressive Era)

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):** | |
| **Understanding (s)/goals and/or Essential Question(s):**  -What does it mean to be progressive?  -What types of people made up the progressive movement?  -What ideologies were these people based upon?  -How is the growth of the middle class connected with the progressive movement?  -Who is Theodore Roosevelt?  -What impact did Upton Sinclair’s book “The Jungle” have on Society?  -What were the problems that urban areas and the general population were facing during this era?  -What is some legislation that changed how these problems are treated in the United States?  -What is the Bull-Moose Party?  -Why is the election of 1912 considered to be historical.  -What is a muckraker?  -What is a political machine?  Students will understand:  Students will understand that with the growth of the middle class and the influx of new people into cities ideas of fairness and overall progressiveness began to surface.  Students will understand that the economic, social, and basic living environment during this time (start of 20th century) was flawed. Laborers worked unbelievably long hours in conditions that were dangerous, and unsanitary. Children could work, while women and minorities were rejected from the workforce. Immigrants and other people residing in America’s cities were victims to high rent, low pay, and living conditions that were not fit for farm animals.  Students will understand that the people who made up the progressives were usually white, college educated, middle to upper class people.  Students will understand the being progressive did not mean that you necessarily supported all progressive movements. (i.e. you could push for cleaning up the environment, and still hate immigrants.)  Students will understand that Theodore Roosevelt was a former war hero, who became the Vice President under the leadership of William McKinley. After McKinley was assassinated Roosevelt would be sworn in as the youngest president in history. Roosevelt’s agenda was progressive as he was the United States’ first progressive president. He believed in breaking up monopolies, putting an end to political machines, conserving the environment, and making our food and medicine safe from chemical/harmful ingredients.  Students will understand that among many muckrakers of this period was a man by the name of Upton Sinclair. Sinclair would punch his ticket in history books by documenting the actions of the Chicago meat packing industry. He was appalled at how the workers behaved and the unsanitary practices that happened within the industry. Sinclair almost single handedly would influence legislation on the grade of meat and food items in America. Not to mention the idea of having nutritional facts and ingredients listed on each item.  Students will understand that at the end of Roosevelt’s presidency he would not seek re-election, but he would recommend that the party nominate William H. Taft to replace him. Upon his request the party nominated Taft and he won. Taft later would go on to do some things and fire some people that Roosevelt held close to his administration. A furious Roosevelt would return to the political spotlight to challenge his successor in the primary election in 1912. Somehow, Roosevelt would lose the Republican primary to Taft. A persistent Roosevelt would create his own party. A party known as the Progressive Party, or more well known as the “Bull Moose Party.” Because this would split the Republican party it would lead to an easy victory for the Democratic candidate Woodrow Wilson. | |
| **Student objectives (outcomes):**  Students will be able to:   * Write with purpose * Actively discuss topics throughout the unit * Create thinking maps * Analyze information * Read electoral maps * Describe key terms | |
| **Stage 2 – Assessment Evidence** | |
| **Summative Assessment/Performance Task(s):**  Unit test  Kahoot  Quizlet Live  Written Response questions | **Other Evidence:**  Writing prompts  Quality of discussion  Discussion of video clips  Quality of thinking maps  Worksheets  Reading articles |

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| **Stage 3 – Learning Plan** |
| **Vocabulary:**  **John Collins Writing Prompts: (ELA Teachers - 6+1 Traits of Writing)**  **Thinking Maps:** |
| **Learning Activities:**  **Accommodations:** |