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A More Perfect Union: The Origins and Development of the U.S. Constitution

South Shore Collaborative

2011

Dr. Peter Gibbons

Unit: Progressivism-“Individuals Trying to Make A Difference”

(Approximately 10 days, 62 minute periods)

Massachusetts U.S. History Learning Standards:

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

Massachusetts Grades 8-12 Concepts and Skills:

- 5. Explain how cause and effect relationship is different from a sequence or correlation of events. (H, C, E)**
- 6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)**
- 7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)**
- 9. Distinguish intended from unintended consequences. (H, E, C)**
- 10. Distinguish historical fact from opinion. (H, E, C)**

Reading Standards for Literacy in History/Social Studies 6-12

Grades 11-12 students:

- 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.**
- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.**
- 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.**

Unit Overview:

This unit asks students to examine the problems brought on by industrialization, increased immigration and urbanization and become familiar with many attempts to solve these problems.

Students will investigate who *some* of the Progressive reformers were, what they believed in, what problems they hoped to solve, and what methods they used. Students will also assess how successful they were in solving these problems.

It is important to note that this unit is very specific to a few individuals of the Progressive Era. It does not include the three presidents (Theodore Roosevelt, William Taft, and Woodrow

Wilson) and it does not include civil rights. Also, it is assumed that students will come to this unit after their study of industrialization and immigration.

By analyzing and interpreting a range of primary sources – including photographs, political cartoons, and documents – students will consider multiple perspectives on how the problems of poor working conditions, child labor, cleaning up big business, and city issues (Such as poverty, sanitation and health) were addressed.

Historical Background:

The Progressive Era, which lasted from the 1890s to the 1920s, was an age of reform and the nation's response to the Industrial Revolution. Its effects touched virtually all Americans. Although some areas of American life, namely, racial issues and women's rights, were neglected during the Progressive Age, the groundwork was laid for future reforms in those areas and others.

Progressives assaulted the problems that plagued American life at the turn of the century. Their targets included working conditions such as hours, safety, wages and job security, they drew attention to poverty and child labor, they fought the bad practices of big business and many other social, political and economic problems. Progressives attacked abuses of the capitalist system in order to preserve it, rather than replace it with socialist alternatives.

Major Understanding: The Progressives and groups who worked along with them grappled with some of the toughest problems created by industrialization. And, while these groups did not always agree and some might argue that their goals have yet to be completely achieved, the Progressive Movement had a powerful and lasting impact on American life.

Objectives: Students will:

1. Analyze and interpret primary sources, including photographs, political cartoons, and excerpts from documents to understand the contributions of the Progressives and other related groups. They will also use secondary sources to learn background information.
2. Explore a variety of historical perspectives expressed during this period by examining a range of first-hand accounts and opinions contained in primary sources.
3. Identify both problems and solutions that faced Americans during the Progressive Era that are still relevant to us today.

Essential Questions:

1. What problems arose from industrialization and urbanization?
2. Who were the Progressives?
3. How did Progressives get people to care about their problems?
4. What solutions did Progressives advocate?

Lesson One: Introduction to Unit: What is “Progressivism”

Lesson Two: Jane Addams

Lesson Three: Jacob Riis

Lesson Four: Child Labor: Mini lesson: Lewis Hine Mini Lesson: Camella Teoli, mill girl.

Lesson Five: Upton Sinclair

Lesson Six: Ida Tarbell

Assessment: Quiz (Test would come after the second part of unit about the presidents)

Lesson 1: Title: Introduction to Unit on Progressives: Build on What Students Know

What do students already know about the word “progressivism”?

What social, political and economical problems exist today? (Answers will vary: education, taxes, crime, drugs, guns/violence, immigration, etc.)

Ask students what problems did society have in the early 20th century? (Answers will vary: garbage, education, corruption in government, labor problems, economics, jobs, overcrowding, immigration, etc.)

Compare the answers. Ask students about the ways in which people try to solve the problems. (Answers will vary: pass new laws, grass roots organizing, individual initiative, strikes, protests, etc.)

Give them “Background” and read it as a group.

Explain to students that they are going to learn about *some* of the Progressives.

Finish this lesson by reminding students about the difference between primary and secondary sources:

- A **primary source** is material that is contemporary to the events being examined. Primary sources can be letters, contemporary newspaper accounts including political cartoons, or photographs. They can also be oral histories, memoirs, or autobiographies, later recollections of the time by someone who was there.

- **Secondary sources** are books or articles written about an event or aspects of a past event, using primary sources. Secondary sources interpret original documents and are often historical narratives that give you background information about the topic you want to research.

Lesson Two: Jane Addams

This lesson is designed to be done both individually and as a class. The nice thing about the set up is that it can also be done in pairs or small groups. Some parts can be given for homework depending on the timing. It is likely that this lesson would take two class periods.

Objectives: Students will be able to:

1. Define what a settlement house is and explain its importance to a community.
2. Explain why Jane Addams was given the Nobel Peace Prize.
3. Make a connection between the Progressive Era and today in regards to the importance of guidance and play for children.
4. Read primary documents and interpret their meaning.

Essential Questions:

1. Can one person make a difference in society?
2. Why didn't the government do the things that Jane Addams did to help society?

Students are given a small packet of information that contains pictures, readings and questions. The teacher guides the class through the different parts:

Part I:

Show a short Power Point that explains what a settlement house is, pictures of Hull House's growth and a short video clip about Jane. Students have a couple of questions to answer on their packet.

Part II:

Here are two pictures of Jane Addams. (One young and one old) Students are asked to analyze the first photo. This is a group discussion.

Part III:

Have students read this brief "background" on Jane and list three things they learned about her from it. Compare answers as a class.

Part IV:

Have someone look up the two definitions in a dictionary or you can provide the definitions. Discuss the meaning of "civic responsibility" and "philanthropy" in regards to today. Find out if students think these things are important and see if they can name any philanthropists. This

could be an interesting class discussion. Then students read the excerpts and answer the questions.

Part V: Students learn that Jane wrote books to help support Hull House. You may want to mention here that she relied on private monies to run Hull House and there were times when supporters stopped donating to her causes because they believed she had become too radical or they disagreed with her. An example of this would be her anti-war stance.

Read "Twenty Years at Hull House" as a class. Discuss the information. This leads into the next part, part VI.

Part VI:

Have a discussion about children in their community today. Then students read the excerpts from the American Journal of Sociology 1898 and answer the questions. The answers can be discussed as a group.

Part VII:

Students learn that Jane Addams did more for society than just the settlement house. Students read a quote by Jane and determine its message.

Part VIII:

This is the assessment piece. Students write a letter to a nomination committee advocating that Jane Addams receive the Nobel Peace Prize.

The "Essential Questions" above should also be addressed at some point via discussion. It is important for students to realize that government did not help people out with employment issues, etc.; like is done today. This too, can lead to an interesting discussion about government's role in people's lives.

Lesson: Jane Addams

Part I: Power Point Questions:

1. What is a “settlement house”?
2. What was so unique about Jane Addams’ approach to reform?

Part II: Look at the pictures below. The first is of Jane when she was young. Can you tell by the picture if she was from a poor, middle class, or wealthy family? The second picture is of Jane when she is much older. You will get to know her through this lesson and understand why these children are attentive to what she is telling them.



Part III: Read the background information and list 3 things you learn about Jane from this information.

Background information about **Jane Addams**

(from Foner, Eric and John A Garraty, eds. *The Reader’s Companion to American History*, pages 11-12)

Jane Addams (1860-1935), settlement house founder and peace activist. She was one of the most distinguished of the first generation of college-educated women, rejecting marriage and motherhood in favor of a lifetime commitment to the poor and social reform.

Hull House was a model for settlement work among the poor. Addams responded to the needs of the community by establishing a nursery, dispensary (pharmacy), kindergarten, playground, gymnasium, and cooperative housing for young working women. Addams always insisted that she learned as much from the neighborhood’s residents as she taught them. She and other Hull House residents sponsored legislation to abolish child labor, establish juvenile courts, limit the hours of working women, recognize labor unions, make school attendance compulsory and ensure safe working conditions in factories. When the Progressive Party adopted many of these reforms in 1912, she seconded the nomination of Theodore Roosevelt for president.

3 Things Learned about Jane Addams:

- 1.
- 2.
- 3.

Part IV:

Jane Addams was one person who exemplified the American tradition of **civic responsibility** and **philanthropy**.

1. Define "civic responsibility":
2. Define "philanthropy":
3. Read the primary source excerpts below and answer the questions that follow.

Jane Addams—Philanthropist in Action

"I recall an incident which must have occurred before I was seven years old, for the mill in which my father transacted his business that day was closed in 1867. The mill stood in the neighboring town, adjacent to its poorest quarter... On that day I had my first sight of the poverty which implies squalor... I remember launching at my father the pertinent inquiry why people lived in such horrid little houses so close together, and that after receiving his explanation, I declared with much firmness, when I grew up I should, of course, have a large house, but it would not be built among the other large houses, but right in the midst of horrid little houses like these."

As an adult...

"I gradually became convinced that it would be a good thing to rent a house in a part of the city where many primitive and actual needs are found, in which young women who had been given over too exclusively to study might restore a balance of activity along traditional lines and learn of life from life itself; where they might try out some of the things they had been taught and put truth to 'the ultimate test of the conduct it dictates or inspires.'"
- Jane Addams, *Twenty Years at Hull House*

Questions

1. Why did this experience have such a profound effect on Jane but not her father?
2. What do you think Jane meant in saying "learn of life from life itself"?

Part V:

Jane Addams supplemented Hull House funding with revenue from lecture tours and article writing. She began to enjoy international acclaim. Her first book was published in 1910 and others followed biennially. Her biggest success in writing came with the release of the book, *Twenty Years at Hull House*. It became her autobiography and brought her wealth.



Jane Addams

(Laura) Jane Addams
(September 6, 1860-May 21, 1935)

Co-founder of Hull House

- **Settlement houses** were important reform institutions in the late nineteenth and early twentieth centuries, and Chicago's **Hull House** was the best-known settlement in the United States.
- Most were large buildings in crowded immigrant neighborhoods of industrial cities, where settlement workers provided services for neighbors and sought to remedy poverty.

- *Unlike the social workers and society matrons who visited the poor and then returned to their middle class homes every evening, Miss Addams and her colleagues lived where they worked.*

Hull House grew over the decades



- Grew to over 13 buildings, covering nearly one block!

Short video clip

- [Jane Addams \(3 min\)](#)

1. Read Aloud and Discuss:

Excerpt from Twenty Years at Hull House

We early found ourselves spending many hours in efforts to secure support for deserted women, insurance for bewildered widows, damages for injured operators, furniture from the clutches of the installment store. The Settlement is valuable as an information and interpretation bureau. It constantly acts between the various institutions of the city and the people for whose benefit these institutions were erected. The hospitals, the county agencies, and State asylums are often but vague rumors to the people who need them most. Another function of the Settlement to its neighborhood resembles that of the big brother whose mere presence on the playground protects the little one from bullies.

We early learned to know the children of hard-driven mothers who went out to work all day, sometimes leaving the little things in the casual care of a neighbor, but often locking them into their tenement rooms. The first three crippled children we encountered in the neighborhood had all been injured while their mothers were at work: one had fallen out of a third-story window, another had been burned, and the third had a curved spine due to the fact that for three years he had been tied all day long to the leg of the kitchen table, only released at noon by his older brother who hastily ran in from a neighboring factory to share his lunch with him. When the hot weather came the restless children could not brook the confinement of the stuffy rooms and, as it was not considered safe to leave the doors open because of sneak thieves, many of the children were locked out. During our first summer an increasing number of these poor little mites would wander into the cool hallway of Hull-House. We kept them there and fed them at noon, in return for which we were sometimes offered a hot penny which had been held in a tight little fist "ever since mother left this morning, to buy something to eat with." Out of kindergarten hours our little guests noisily enjoyed the hospitality of our bedrooms under the so-called care of any resident who volunteered to keep an eye on them, but later they were moved into a neighboring apartment under more systematic supervision.

Part VI: Primary Source work.

One of the legacies of Jane Addams and Hull House was its exposing the need of society to take care of its children.

A. Consider for **discussion**:

1. How are the children taken care of in your community?
2. Do you help out in taking care of any children? Why/why not?
3. Do you think it is important for a community to take care of its children or do you think that it is exclusively up to the parents/guardians?

B. Read the excerpts from a Journal in 1898 on the next page and answer the following questions:

1. What was the purpose of this article?

2. Why were there no playgrounds in 1898?

3. List 3 benefits (mentioned in the article) of building and maintaining playgrounds for children.

4. Explain what is taking place in the part of the article that is bolded.

5. Describe the playground(s) in your town. What purpose(s) do they serve?

Sadie American, "The Movement for Small Playgrounds," American Journal of Sociology IV, no. 2 (September 1898): 159-70.

In a playground with proper supervision children for their own good soon recognize that they must regard others' rights, and that in order to enjoy themselves they must permit others to do so; that they must respect property which they have in common as well as that of one another; and these habits help to build up men who make good citizens, carrying the same principles into adult life.

While this has been called the children's age, they have not yet been accorded their full rights. Place to play is one of these. Teams and traffic and the hungry builder have claimed all open spaces for their own. Property is more considered by the law than person, and even an empty lot which tempts the boys to use it as a ball ground at the same time invites the interference of the police, lest windows be broken or passers-by be struck. The school yards and basements offer excellent space for play. It would seem to be an extremely poor financial policy which has millions invested in buildings that are idle one-quarter of the time; yet this is the short-sighted policy of the majority of our school boards. It is questionable whether any private enterprise outside the church would be content with such management.

.....

Said one kindergartner in a yard where several hundred children were seated in a ring on benches and chairs supplied in plenty, singing songs together: "I get along beautifully when there are not more than two hundred or three hundred children! But sometimes, when there are more, I have all I can do just to keep order. But they are so happy to come and are so good I have little difficulty." All about were baby carriages with babies fast asleep in all the din. "The mothers leave them," said the matron, "and I make them the center of my work. I tell the children they must be careful not to disturb the babies, not to bump up against them; and you would be surprised at their care and thoughtfulness. It keeps them from getting too wild." Jumping ropes, jackstones, faba-gaba, ringtoss were games supplied, beside blocks, etc., for the youngest tots. And this matron advocated slate and colored chalk as an infinite source of amusement and a saving of fences and steps from decoration more appropriate to the slate.

When I was leaving the yard I saw a tot of perhaps three and a half years carrying a child about two inches smaller than herself. As I looked at the matron, she said: "Yes, many such come, and for them it means so much. They sit with the babies in their arms and watch others play. Occasionally I take the child for a while when I can, and they are so grateful; they play a while, and I never have to call them back—they come of their

own accord." Can we do enough for such as these? The playground committee of the Civic Club, of which Mrs. Lundy is chairman, has done much to further and perfect these grounds and constantly visits them, suggesting, aiding, cheering on the children and matrons.

.....

The police in the neighborhood are much interested in this venture. Lieutenant Kroll, of the neighboring precinct, says: We're going to make this a fine place! Not less than fifteen lives have been saved from the electric car since the establishment of the playground, and juvenile arrests have decreased fully 33 1/3 percent. Asked for an explanation of this assertion, he said: The young boys between thirteen and sixteen who are not at work loaf around street corners; they have no place to go; they get into the saloons, they annoy the passers-by, or they form in crowds. They resent the interference of the police, and finally they are arrested. We hate to do this, as it is the first step pushing a boy downward into the criminal class. Since the playground has been opened and they are permitted to come in here, they give us no trouble whatever.

Part VII: Beyond the Settlement House

Jane Addams is remembered primarily as a founder of the Settlement House Movement. She is also remembered as the first American Woman to receive the Nobel Peace Prize.

Jane is portrayed as the selfless giver of ministrations to the poor, but few realize that she was a mover and shaker in the areas of labor reform (laws that governed working conditions for children and women), and was a charter member of the National Association for the Advancement of Colored People (NAACP). In addition, she was a leader in the fight for the woman's right to vote and was the first Vice President of the National American Women Suffrage Association in 1911.

QUOTE:

I am not one of those who believe - broadly speaking - that women are better than men. We have not wrecked railroads, nor corrupted legislatures, nor done many unholy things that men have done; but then we must remember that we have not had the chance.

- Jane Addams

What is the message of this quote?

Part VIII:

Write a letter to the nomination committee for the Nobel Peace Prize advocating for Jane Addams to receive the award. Make sure you mention at least three reasons why she should receive the award.

Dear Nominating Committee,

Sincerely,

Lesson Three: Urbanization review and Jacob Riis

This lesson uses a powerpoint, an episode from AMERICA The Story of Us and an excerpt from How the Other Half Lives by Jacob Riis.

Objectives: Students will be able to:

1. List at least three reasons why people moved to the city.
2. List at least three major problems with living in the city.
3. Define “tenement” and describe what it may have been like to live in one.
4. Explain the progressive message of Jacob Riis and his methods of getting his message across.
5. Explain the effect that Jacob Riis had on the cities.
6. Analyze photographs.

This lesson first uses a power point that contains review information about urbanization, a little biographical information about Jacob Riis, pictures and a link to a website that has a video clip of an interview with a professor that talks about Riis.

The best way to use the power point is to have the students answer the various questions that arise with the power point and then discuss their answers as a class. It is important to have them answer first on paper so that they are all engaged in the power point.

The link to the website is on slide 16. If you scroll down to the bottom, there is a video clip of an interview with a professor about Jacob Riis. I like to show a piece of this because she addresses the issue of Riis “posing” his subjects. This makes for an interesting discussion about the pictures, their intent, their effectiveness, etc. If a photo is “posed”, does that make it a less effective photograph? Why/why not?

The second part of this lesson shows part of the episode “Cities” from AMERICA The Story of Us DVD produced by the History Channel in 2010. This episode of the DVD is about 47 minutes long. Below is a breakdown of the parts of this episode and the counter where they begin and end. My students are provided with a handout that asks them to take some bulleted notes about the video. I use the “Statue of Liberty” and “Steel/Carnegie” in other units, so I begin at “Skyscrapers”. It takes approximately 30 minutes to show the parts for the handout. (Not including time to stop the DVD for comments and questions)

Urbanization –Growth of Cities

Reasons why cities were growing:

- People move to the cities for work (factories, mills and other city businesses needed workers)
- People move to cities for the excitement (there were street lights, tall buildings, department stores, streetcars and shows)
- Immigrants (mostly low paying jobs)

****By 1920 more than half of all Americans lived in cities!!**

The Development of Neighborhoods

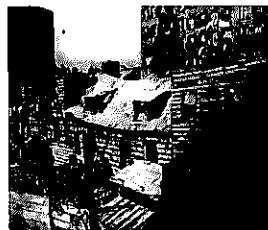
- Wealthy: center of city, large homes with servants
- Middle Class: growing class due to new jobs like manager, and jobs such as teachers, doctors, lawyers and social workers-moved to suburbs, new neighborhoods at the edge of the cities
- Poor: working class, builders, factory workers, they lived furthest from the city center near factories, railroad yards and slaughterhouses. Mostly they lived in tenements.

Tenements

- The word *tenement* describes apartment buildings built specifically for multiple working-class families from the 1850s through 1929.
- They packed the maximum number of rent-paying people into the smallest possible space. The lots on which tenements stood were only 25 by 100 feet.

Problems

Look at the picture.
What do you think are some of the problems living in the tenements?



Tenements

- No elevators
- Some lacked running water
- Crowded
 - Buildings were so close together that light and moving air were blocked out (air shafts were there, but people dumped garbage in them)
 - A 5-6 story building usually had 4 apartments on each floor
 - Most had no windows
 - families of six or more in 1-2 rooms
 - Most cases, share a common bathroom in the hall
- Poor sanitation-outbreaks of disease
- Smoke and grime pollute the air

In New York, officials investigate a squalid tenement, 1900.



Jacob Riis

- Newspaper reporter in New York City
- Published "How the Other Half Lives" in 1890 about working-class neighborhoods in New York, especially about housing for the poor
- His book alerted people to the need for change



Jacob Riis

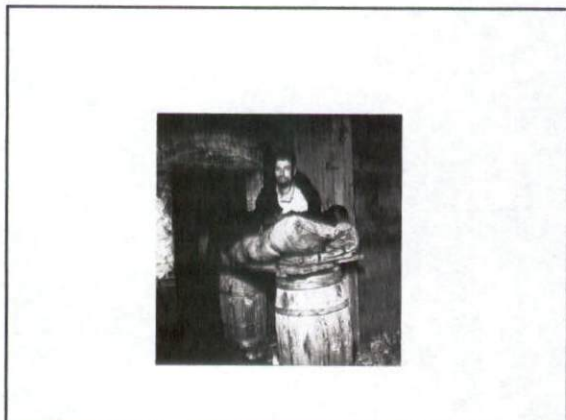
- In 1885 he had turned to photographing what he was seeing in the city's ghettos
- Nobody had ever taken pictures like these before. They were real and they were shocking
- They helped changed attitudes about the poor. Many people who were better-off believed the poor were lazy and deserving of their fate. Seeing photos, many came to share his opinion: society was mainly responsible for poverty

Jacob Riis

- His writings and his photography provided a spark for future generations of investigative journalists.
- He also was a pioneer in a movement that would utilize photography to expose and advocate needed social and economic reforms.

Five cents lodging





Children sleeping On Mulberry Street



• 2) Jacob Riis, *How the Other Half Lives* (1890)

On either side of the narrow entrance to Bandits' Roost is "the Bend". Abuse is the normal condition of "the Bend," murder is everyday crop, with the tenants not always the criminals. In this block between Bayard, Park, Mulberry, and Baxter Streets, "the Bend" proper, the late Tenement House Commission counted 155 deaths of children in a specimen year (1882). Their percentage of the total mortality in the block was 68.28, while for the whole city the proportion was only 46.20. In No. 59 next to Bandits' Roost, fourteen persons died that year, and eleven of them were children; in No. 61 eleven, and eight of them not yet five years old.



- [Interesting look at Jacob Riis](#)
- Site: NY Steinhardt: Professor Hasia Diner's historical critique of Riis's iconic immigrant photographs

Other problems with city life

- Traffic flow



The Great Chicago Fire 1871

- Fire!!



America: The Story of Us

Episode 7: CITIES

Directions: As you watch the film, take some notes (bullet form) about the following subjects: skyscrapers, crime, poverty, sanitation, electricity, worker safety. I would list THREE or FOUR defining characteristics for each topic.

Skyscrapers

-

Crime

-

Poverty

-

Sanitation

-

Electricity

-

Worker Safety

-

AMERICA The Story of Us DVD

Episode: Cities

1st minute is an introduction piece

1:00- 12:10 re: Statue of Liberty

12:10- 18:05 re: Steel/Carnegie

18:05-24:00 re: Skyscrapers & Elevators

24:00- 31:30 re: Crime and Poverty *Jacob Riis

31:30- 34:28 re: Sanitation

34:28- 39:00 re: Electricity

39:00- 46:12 re: Triangle Shirtwaist Factory Fire

The next part of this lesson is to read the excerpt from How the Other Half Lives by Jacob Riis. This is a story of a child who is dying from starvation as her family helplessly watches her. Tell students to keep in mind that Jacob Riis wrote this book to bring attention to the issues in the tenements. Taking into account that he is trying to get the wealthy and middle class to help the poor, ask the students to identify the parts of the reading that will make his target audience want to help out. (They will likely talk about the fact that it is a child, etc. But, I want them to realize that Riis mentions that the father cannot work. I would like to engage the students in conversation about how/why people justify not helping the poor today. One answer is that many people feel the poor are poor because they are lazy.)

The last part of this lesson is a handout with a picture that asks the students to tell a story about what they see; using information they learned in this lesson.

Death of a Child, 1890 Life in the City

He arrived on America's shores in 1870 virtually penniless. Twenty-one-year-old Jacob Riis had traveled from his native Denmark to find a better life. He spent the next few years on the brink of starvation as he went from job to job, never finding anything lasting. His big break came in 1877 when he was hired as a police reporter by the New York *Tribune* newspaper.

Riis's press office was located on Mulberry Street across from the police station in the heart of the city's tenement district - an area that included the notorious five points. The densely populated neighborhoods were riddled with poverty and crime. Riis devoted the rest of his life to exposing the misery, starvation, crowding, graft and political corruption that infested the area.

In 1887 Riis learned of a new photographic method that ignited flash powder to provide enough illumination to take photos in darkness. Soon he was incorporating this method in his coverage of the city, first employing other photographers and then taking the photos himself. His objective was to document the conditions he saw in order to change them. In 1891 he published *How the Other Half Lives*. The force of his words combined with the stark reality of his photos did much to sway public opinion to cleaning up the squalled conditions in the tenements.

"That ignorance plays its part, as well as poverty and bad hygienic surroundings, in the sacrifice of life is of course inevitable. They go usually hand in hand.

A message came one day last spring summoning me to a Mott Street tenement in which lay a child dying from some unknown disease. With the 'charity doctor' I found the patient on the top floor stretched upon two chairs in a dreadfully stifling room. She was gasping in the agony of peritonitis that had already written its death-sentence on her wan and pinched face. The whole family, father, mother, and four ragged children, sat around looking on with the stony resignation of helpless despair that had long since given up the fight against fate as useless.

A glance around the wretched room left no doubt as to the cause of the child's condition. 'Improper nourishment', said the doctor, which, translated to suit the place, meant starvation.

The father's hands were crippled from lead poisoning. He had not been able to work for a year. A contagious disease of the eyes, too long neglected, had made the mother and one of the boys nearly blind. The children cried with hunger. They had not broken their fast that day and it was then near noon. For months the family had subsisted on two dollars a week from the priest, and a few loaves and a piece of corned beef which the sisters sent them on Saturday.

The doctor gave direction for the treatment of the child, knowing that it was possible only to alleviate its sufferings until death should end them, and left some money for food for the rest.

An hour later, when I returned, I found them feeding the dying child with ginger ale, bought for two cents a bottle at the peddler's cart down the street. A pitying neighbor had proposed it as the one thing she could think of as likely to make the child forget its misery. There was enough in the bottle to go round to the rest of the family. In fact, the wake had already begun; before night it was under way in dead earnest."

References: Riis Jacob, *How the Other Half Lives* (1891); Lane James B., *Jacob A Riis and the American city*(1974). To cite this article: "Death of a Child, 1890", EyeWitness to History, www.eyewitnesstohistory.com (2007).



"A picture is worth 1,000 words"

This picture was not taken by Jacob Riis, but using what you have learned about urbanization and the photos that Jacob Riis took, write a short story* about what you see in this picture. Make sure you make note of why she is smiling. (This is your interpretation)

*about 150-200 words. (That is approximately three times what is typed above)

(Who is this child? Where is she? What is she doing? Why is she doing it? Why is she smiling? Who is not in the picture?.....)

Lesson Four: Child Labor

Objectives: Students will be able to:

1. Explain the reasons behind child labor.
2. Explain the negative effects of child labor.
3. Analyze photographs.
4. Discuss the stories of both Camella Teoli and Lewis Hine and comment on their effectiveness on child labor laws.

Essential Questions:

1. Can one person make a difference?
2. What is "child labor"?
3. Should all child labor be banned?

Opening:

Ask students: (and perhaps list the answers on the board)

What jobs do you have?

How many hours a week do you work?

How much do you make?

What do you spend your money on?

Inform the class that they will be learning about child labor in the early 1900s.

First, students will watch "A Child On Strike" DVD from American Stories. This is a true story about a young mill girl in 1912 that testified in front of Congress about working conditions in the Lawrence Massachusetts mills. Students have a handout with some questions. A general discussion should follow the DVD. In addition to the questions on the handout, the students should be asked why they think Camella was working in the mills. (Answer: her family needed her to make money)

This DVD is also a nice review about labor unions and general working conditions, not just child labor.

There is a follow up assignment that shows a cartoon "Law and Order in Lawrence". Students are asked to analyze this and answer some questions. The last question relies on their knowledge from the video as well. It asks "Why do you think the strikers and children were at the railroad station"? The answer is that they striking families were in such dire straits that they were

sending their children away to be taken care of by sympathetic folks in the country. They couldn't afford to take care of them while striking.

The next part of this lesson is to show photos via power point that were taken by Lewis Hine. The handout gives a little information about Lewis Hine and asks the students to "list a few elements of the photograph that you find most striking." After discussing them and what effect they had on society, compare them to Jacob Riis' photos.

The homework assignment that goes with this lesson asks students to go on line to look up Massachusetts laws on child labor and to answer some questions. This lesson is a great time to get students to learn about their own lives in relationship to child labor.

There are ample opportunities throughout this lesson to discuss the "Essential Questions".

About Lewis Hine

Photographer Lewis W. Hine (1874-1940) was born in Oshkosh, Wisconsin. He studied sociology at Chicago and New York universities, becoming a teacher, then took up photography as a means of expressing his social concerns.

His first photo essay featured Ellis Island immigrants. In 1908, Hine left his teaching position for a full-time job as an investigative photographer for the National Child Labor Committee, which was then conducting a major campaign against the exploitation of American children.

From 1908 to 1912, Hine took his camera across America to photograph children as young as three years old working for long hours, often under dangerous conditions, in factories, mines, and fields. Hine was an immensely talented photographer who viewed his young subjects with the eye of a humanitarian.

In 1909, he published the first of many photo essays depicting working children at risk. In these photographs, the essence of wasted youth is apparent in the sorrowful and even angry faces of his subjects. Some of his images, such as the young girl in the mill glimpsing out the window, are among the most famous photographs ever taken.

During World War I, he documented the plight of refugees for the American Red Cross. He later documented the construction of the Empire State building in 1930-1931 and even hung upside down from a crane to photograph workmen.

Child Labor in America

As early as the 1830s, many U.S. states had enacted laws restricting or prohibiting the employment of young children in industrial settings. However, in rural communities where child labor on the farm was common, employment of children in mills and factories did not arouse much concern. Another problem for children was the popular opinion that gainful employment of children of the "lower orders" actually benefited poor families and the community at large.

Entire families were hired, the men for heavy labor and the women and children for lighter work. Work days typically ran from dawn to sunset, with longer hours in winter, resulting in a 68-72 hour workweek. Many families also lived in company owned houses in company owned villages and were often paid with overpriced goods from the company store. Thus they lived a life entirely dominated by their employers.

By the late 1800s, states and territories had passed over 1,600 laws regulating work conditions and limiting or forbidding child labor. In many cases the laws did not apply to immigrants, thus they were often exploited and wound up living in slums working long hours for little pay.

Throughout America, local child labor laws were often ignored. On a national level, progress to protect children stalled as the U.S. Supreme Court ruled several times that child labor laws under question were unconstitutional. A subsequent attempt to pass an amendment to the U.S. Constitution failed.

In 1904, the National Child Labor Committee was organized by socially concerned citizens and politicians, and was chartered by Congress in 1907. From 1908 to 1912, photographer Hine documented numerous gross violations of laws protecting young children. At many of the locations he visited, youngsters were quickly rushed out of his sight. He was also told youngsters in the mill or factory had just stopped by for a visit or were helping their mothers.

Attempts at child labor reform continued, aided by the widespread publicity from Hine's photographs. As a result, many states passed stricter laws banning the employment of underage children. In 1938, Congress passed the Fair Labor Standards Act, better known as the Federal Wage and Hour Law. The Act was declared constitutional in 1941 by the U.S. Supreme Court.

The Act set a work week of 40 hours, with a minimum wage of 40 cents per hour. It prohibited child labor under age 16 while allowing minors 16 and over to work in non-hazardous occupations. The Act set 18 as the minimum age for work in industries classified as hazardous. No minimum age was set for non-hazardous agricultural employment after school hours and during vacations. Children aged 14 and 15 could be employed in non-manufacturing, non-mining, and non-hazardous occupations outside of school hours and during vacations for limited hours.

Lewis Hine Photographer

In 1908, Lewis Hine quit his teaching job to document child labor practices. His photographs were widely distributed and displayed in exhibits around the country. His compelling images of exploitation helped to convince the public of a need for child labor regulations.

Hine devised a host of clever tactics to gain access to his subjects, such as learning shop managers' schedules and arriving during their lunch breaks. While talking with the children, he secretly scribbled notes on paper hidden in his pockets.

As you view each picture in the power point, list a few elements of the photograph that you find most striking.

#1: Breaker Boys:

#2: Oyster shuckers:

#3: 2 Boys on spinning frame:

#4: Little girl in spinning factory:

#5: Newsie:

#6: Miner:

#7: Shrimp picker:

Why do think Hine was a successful photographer?

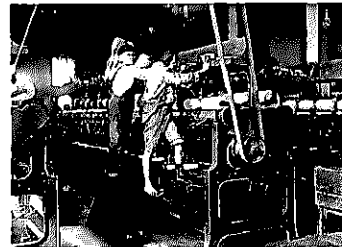
Photos by Lewis Hine



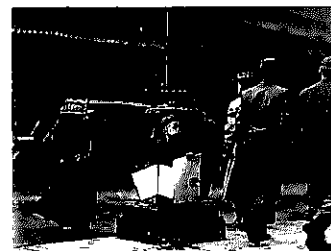
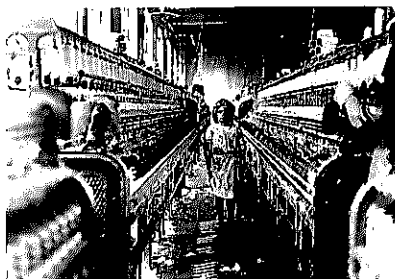
• Lewis Hine's 1911 *Breaker boys* working in *Ewen Breaker of Pennsylvania Coal Co.*



• Group of oyster shuckers working in a canning factory. All but the very smallest babies work. Began work at 3:30am expected to work until 5 P.M. The little girl in the center working, her mother said she is a real help to me. About 300 workers. Dunbar, La. March 2, 1911.



• Some boys and girls were so small they had to climb up on to the spinning frame to mend broken threads and to put back the empty bobbins. Bibb Mill No. 1. Macon, Ga



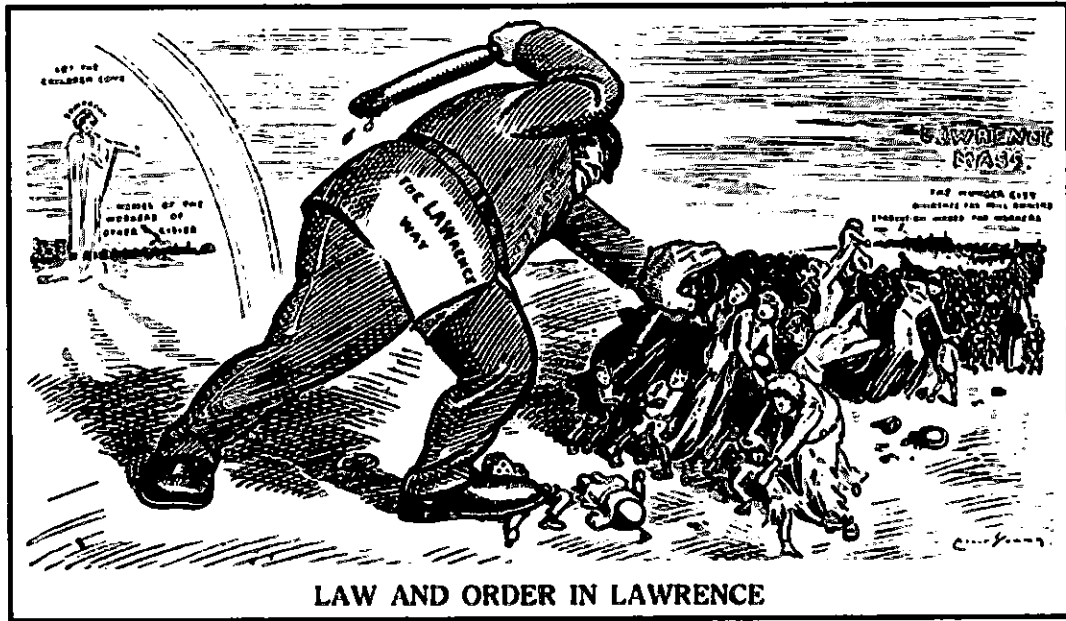
• Left - A small newsie downtown on a Saturday afternoon. His paper told me the boy had shown him the marks on his arm where his father had bitten him for not selling more papers. He (the boy) said, "Drunken men say bad words to us."

Miners

- The dust penetrated the utmost recesses of the boys' lungs.
- A kind of slave-driver sometimes stands over the boys, prodding or kicking them into obedience.



- Manuel the young shrimp picker, age 5, and a mountain of child labor oyster shells behind him.



Cartoon by Arthur Young. Originally appeared in a New York socialist journal, *The Masses*, shortly after a group of strikers and children in Lawrence were beaten by the police at the railroad station.

The labels on the left are "Let the Children Come," "Sympathy," and "Homes of the Workers of Other Cities."

The label on the right reads "Lawrence, Mass.: The Hunger City. Dividends for Mill-Owners, Starvation Wages for Workers."

1. What is the message of the cartoon?
2. What symbols did the cartoonist use to convey his message?
3. Why do you think the strikers and children were at the railroad station?

Homework:

Search on line for Mass.gov's Summary of Massachusetts Laws Regulating Minor's Work Hours and Occupation Restrictions.

Answer the following questions:

- 1. What is the minimum age a person can work in Massachusetts? (with a few exceptions)**
- 2. True or False: A 16 year old can cook on gas grille if it has not flames.**
- 3. True or False: A 16 year old cannot work at a bowling alley.**
- 4. How old do you have to be to handle, serve, or sell alcoholic beverages?**
- 5. What are the hours a 14 or 15 year can work during the school year? Summer?**
- 6. What is the latest a 16 or 17 can work on a school night?**
- 7. What is the maximum amount of hours per week a 16 or 17 year can work?**
- 8. Is there anything that is stated here that you don't agree with? IF so, why?**

Lesson Five: Upton Sinclair's The Jungle

Objectives: Students will be able to:

1. Explain the effects that The Jungle had on society in the early 1900s.
2. Explain the effects that The Jungle had on Government regulation in the early 1900s and its lingering effects on regulation today.
3. Discuss the intent of Upton Sinclair in writing The Jungle and be able to cite examples from an excerpt of The Jungle to show evidence of this intent.
4. Analyze pictures.

Introduction:

Introduce this lesson by asking students if they have seen any films about food. Discuss their answers and show the trailers for "Food, Inc." and "Fast Food Nation", two movies about food in America. Ask the students why the producers made these movies and try to have a good discussion about food production, distribution and consumption today. Also, ask students if they know about food regulation today.

Tell the students that they will be learning about a man who wrote a book that stunned this nation at the turn of the last century. Explain that Upton Sinclair wrote the book, The Jungle, to expose the horrible working conditions of the immigrants that worked in the meatpacking industry, but ended up exposing a lot more than that. People who read his best-selling book were disgusted with what the general population was being fed!

Show the power point that has pictures of the cattle and a few pictures of inside the meat packing plant. Show picture #1. Ask students to describe what they see. Point to the "Armour" sign in the top right corner and ask students to remember where it is. Show picture #2 and point to the "Armour" sign again. Students will be amazed at the size of the area that holds the cattle. It's incredible to see. With the next two pictures, students should give feedback about the dirty conditions of the plant and comment on the work that is being done.

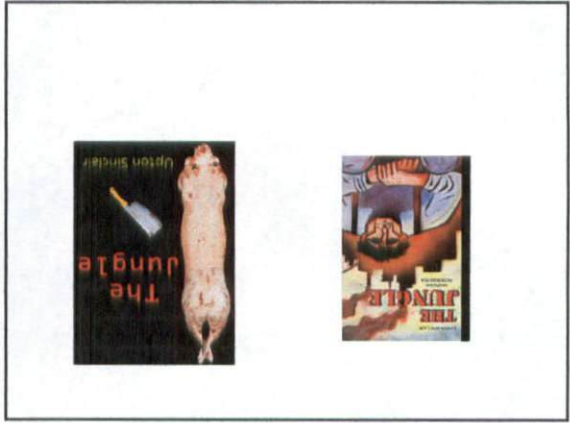
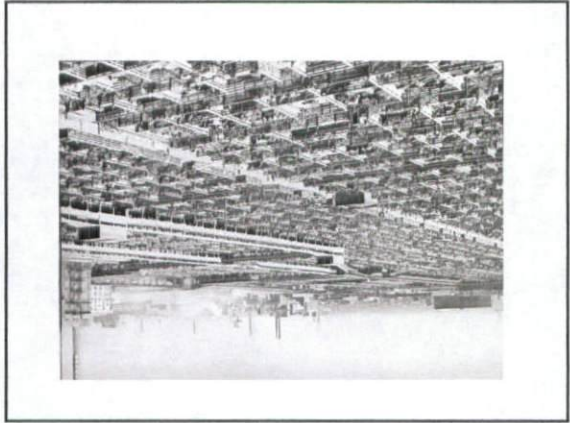
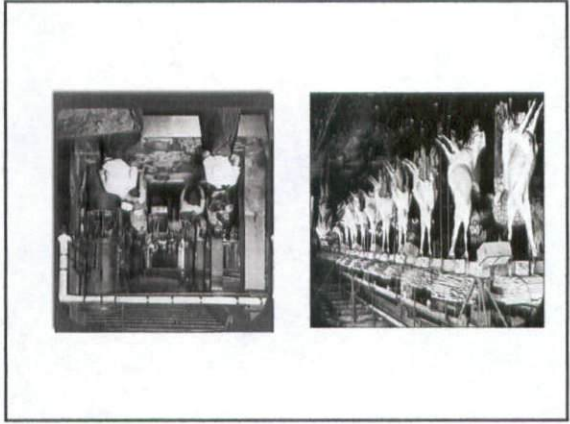
Next: Have students read the 16 pages from The Jungle and answer the questions that go with each page. This could be given as a classwork assignment that is to be finished for homework. Discuss the answers as a class. It may be beneficial to have the students get into pairs or small groups to discuss their answers and then pick a few key questions to discuss as a class and/or share their favorite parts of the reading.

Next: Students should understand that this book did have an effect on Government regulation and the Meat Inspection Act of 1906 and the Pure Food and Drug Act were the result. Have

students read the handout with information about these two acts and answer the questions. A possible addition to this part of the lesson could be for students to have to choose a package of food at home to look at and comment on what is on the label. This leads to an interesting discussion about labeling. (Not only food, but other household products as well)

Next: Using the website [American Writers.org](http://AmericanWriters.org) students can view some clips from a program featuring discussion about Upton Sinclair and [The Jungle](#). Using clips 5, 23 and 55 they are to answer some questions on a handout. This will enhance their understanding Upton Sinclair, why he wrote the book as fiction, and learn some more effects of the book. Note: This a 2.5 hour, C-Span program that features writer/journalist Richard Reeves and author Dominic Pacyga. It is a wonderful program that discusses Upton Sinclair, [The Jungle](#), industrialization and immigration (especially in the Chicago area).

One other assignment that is included with this lesson is an article "Sinclair's 'The Jungle' turns 100" from pbs.org in 2006. This is an interesting and short read about the effects that linger today as a result of Sinclair's book. This could be given as a homework or read together as a class.



Questions on The Jungle:

Page 1:

1. Why was The Jungle so effective?
2. How did Upton Sinclair research the conditions in the Chicago stockyards?
3. What were the goals of the book?

Pages 2-4:

4. Describe what the Rudkus party saw when they finally arrived in Chicago. (Read the pages first, then choose a few "scenes")

Page 5:

5. What would happen to sausage that had been sent over to Europe and rejected?

Page 6:

6. Why would anyone work in such horrible conditions?

Pages 6-8:

7. For each of the following jobs, list a reason why it would have been a terrible job.
 - a. Pickle room:
 - b. Beef trimmers:
 - c. Wool pluckers:
 - d. Stamping machinists:
 - e. Fertilizer men:

Page 10:

8. Why did people of Chicago believe they were protected from diseased meat AND why weren't they?

Page 11:

9. What killed more U.S. soldiers in the Spanish American war than bullets?

Page 12:

10. List two things the “beef trust” owners were against.

Pages 14-15:

11. Who called on Congress to regulate the meat industry?
12. What finally convinced the meat packers that some kind of regulation of the industry was necessary?
13. How long after the appearance of The Jungle did Congress pass two acts to clean up the food industry?
14. List 3 things the Food and Drug Act did.

Bonus: Who regulates the meat industry today?



Meat Inspection Act of 1906:

1. What was the main purpose of the act?
2. How did it attempt to address many of the problems described in The Jungle?
3. What role would Government now have in the food industry?

Pure Food and Drug Act of 1906:

4. What was the purpose of this act?
5. What is the effect this act has on us today?

C-Span Video Lesson American Writers: Upton Sinclair

Using clips 5, 23, and 55 answer the following questions:

- 1. How does Richard Reeves describe Upton Sinclair?**
- 2. What does he mean by "savagery of capitalism"?**
- 3. Why did Sinclair write *The Jungle* as fiction?**
- 4. What did Sinclair mean by "I aimed for the American heart and hit them in the stomach"?**
- 5. What were some immediate effects of the book?**
- 6. What are "industrial films"?**
- 7. Explain how the book created "PR" (public relations) campaigns on both sides.**

http://www.americanwriters.org/classroom/videolesson/vlp21_sinclair.asp

Directions: Use the themes, questions and video clips below to teach and learn with portions of C-SPAN's American Writers program featuring **Upton Sinclair** and *The Jungle*. Link to the complete video clip list to identify clip descriptions and create your own lessons. Each theme contains questions and video clips appropriate for varying grade levels. **Lesson Credit:** Curriculum Advisory Team Member, Axel Ramirez.

Choose from three themes:

Industry

Immigration

The Media

Industrial Revolution



Children at the Chicago City Pump
Level One
Watch Clips 7-8



Level Two
Watch Clips 45-46



Level Three
Watch Clip 9

1. What was the industrial revolution? What were some of its effects? For example, how did the refrigerated car change the cattle/slaughterhouse industry? Why were many of the railroads eventually replaced by trucks?
2. What functions did unions serve for the average worker?
3. Why did industrialization lead to Utopian movements? Why was socialism so active in industrial centers?
4. Why did child labor become accepted within the industry? What were the effects of child labor?
5. How did industrialization and progressivism co-exist? What role did writers like Sinclair play?

Immigration in the City



Level One
Watch Clip 4



Level Two
Watch Clips 36-38



Level Three
Watch Clip 15

1. From what countries did the immigrants of this time period come? What kind of issues did the new immigrants bring up in terms of religion?
2. Why was the stockyard a popular place for immigrants to find work? How did the fact that many of the workers were immigrants impact the working conditions in the yards?
3. Compare and contrast the early 20th and 21st centuries in terms of life for immigrants within the U.S. and within the meatpacking industry.
4. Why did the immigrants live in separate ethnic enclaves? What major event brought an end to most of the segregation within the ethnic communities? What other changes may have followed?
5. How does *The Jungle* help to illuminate the real lives of immigrants? What parts of history may be missing from *The Jungle*?

The Power of the Media



Level One
Watch Clip 5



Level Two
Watch Clip 23



Level Three
Watch Clip 55

1. What were muckrackers? What were their objectives? Why do some journalists view the term "muckracker" to be a compliment?
2. What advances in communication allowed for a national media in the early 20th century? What effect could a national (or even international) media have that a regional media could not?
3. Why did Sinclair choose to write his book in a fictional format? How did Sinclair's work lead to industry films? Discuss how the medium can also affect the message.
4. Discuss the concept of "information as power" in light of Sinclair's life and work. What other elements lent Sinclair power?
5. Who was the intended audience of *The Jungle*? Was Sinclair's original intent for the book realized?
6. How did *The Jungle* lead to the passage of the Pure Food and Drug Act? How does *The Jungle* still impact us today?

http://www.americanwriters.org/classroom/videolesson/clips21_sinclair.asp

1	0:32.9	1:56.8	Facts about meatpacking industry and Chicago
2	1:56.9	4:24.8	Major themes in the novel were: beginning of the Industrial Revolution, role of immigrants, growth of modern communication
3	4:31.1	6:34.4	Discussion of past and present Chicago stockyards, design
4	6:35.1	10:48.1	Predominantly Catholic immigrants from Ireland, Balkans, Germany, Latvia, etc. came to the area, stayed within their ethnic groups; "Back of the Yards"; role of World War II in unifying the ethnicities Watch Back to Lesson
5	11:50.1	14:35.3	Sinclair wrote about the savagery of capitalism, socialist writer; America's reaction to <i>The Jungle</i> Watch Back to Lesson
6	14:35.7	17:01.3	Tour of slaughter house, refrigeration
7	17:34.3	19:17.4	Impact of railroad on meat industry/Chicago, change in American diet as a result Watch Back to Lesson
8	19:17.6	20:37.2	Child labor, children had to help support families
9	20:47.6	23:09.1	Sinclair a "progressive," formed a utopian community in New Jersey Watch Back to Lesson
10	24:24.2	27:02.4	Sinclair's relationship with Theodore and Franklin Roosevelt, ran for office as a socialist, later ran for governor of California as a Democrat
11	27:02.5	28:45.3	Speculation on <i>The Jungle</i> , debate over whether it should be used in the classroom
12	29:08.5	29:56.8	Quote from the book about the unsanitary conditions in the slaughterhouses

13	30:00	31:16.4	Competition between Chicago's stockyards and other cities; Chicago set the meat prices for the nation
14	31:24.1	32:23.1	Mary Craig, Sinclair's second wife, was his soulmate and partner
15	32:23.1	37:24.3	Comparison of past and present meatpacking labor conditions time, no unions, immigrant workers still in danger today Watch Back to Lesson
16	37:26.8	39:25.0	Decentralization of meatpacking, slaughterhouses left Chicago in the 1950's for non-union cities
17	40:07.6	42:25.8	Sinclair maintained his socialist beliefs throughout his life, isolated from the party because he supported World War I and II
18	44:38.4	46.33:33.7	Meat inspection in the packing houses, veterinarians brought in to examine the animals, system corrupt
19	46:35:2	49:25.6	Miniat family, description/tour of Miniat plant
20	49:25.7	51:23.0	Miniat's new processing plant, created when it became difficult to compete when stockyards closed
21	51:23.1	53:05.2	Socialism today vs Socialism in Sinclair's time
22	53:11.2	54:56:2	Meat processing is labor intensive work, injury rates
23	54:57.5	56:53.4	Immediate reaction and change to meat packing process once <i>The Jungle</i> was published, small companies couldn't survive, large companies flourished Watch Back to Lesson
24	56:53.5	57:29.5	Sinclair's main purpose with <i>The Jungle</i> was to expose wage slavery, America thought the main purpose was unclean meat; Wholesale Meat Act
25	57:30.1	59:04.6	USDA's power over the meat packing plants, Bubbly Creek
26	59:47.4	1:02:37	Today's meat packing violations, recalls, cruelty to animals
27	1:03:20	1:07:08	Sinclair's relationship with the wealthy in Pasadena, major celebrity in Hollywood; controversy over his political beliefs, many didn't want to publish him
28	1:07:54	1:10:24	Sinclair wasn't an animal activist, prejudiced against black workers; quote about brutality of hog killings
29	1:10:25	1:13:37	Video of sheep killings; Americans want to consume the meat but not think about its animal origins
30	1:13:38	1:15:44	Large presence of the USDA at the plants; railroads still used in movement of meat products
31	1:16:40	1:18:17	Life after running for governor and losing
32	1:19:14	1:22:01	Relating Sinclair to the newer progressive movements; entering a new progressive era
33	1:22:38	1:23:41	The issues dealing with migration of immigrants to Chicago
34	1:26:00	1:28:56	Short biography of Sinclair
35	1:29:03	1:29:35	Statistics about Chicago and the meatpacking and slaughterhouse industry at the turn of the century
36	1:32:37	1:33:41	The impact of immigrants in that period of time; Chicago and the great migration Watch Back to Lesson
37	1:33:43	1:34:02	The diversity of Chicago
38	1:34:17	1:36:31	The number of immigrants working in the packing plants; turnover issues with them; average wage and working hours
39	1:37:59	1:39:10	Life in 1906

- 40 1:39:11 1:40:11 How Sinclair dramatized life of the early 90's in his books
- 41 1:40:49 1:42:29 Sinclair's book *The Brass Check*
- 42 01:48:32 01:50:04 The developing of the meat inspection process; animal brutality issues
- 43 01:50:04 01:50:39 Industrialization and the role of the USDA
- 44 01:50:44 01:51:46 The story and legend of Theodore Roosevelt's reaction after he read *The Jungle*
- 45 01:53:37 01:55:03 The importance of labor unions
Watch | Back to Lesson
- 46 01:55:48 01:57:07 The history and future of the industrialization of food
- 47 01:59:33 02:01:54 Sinclair's book *The Money Changers*
- 48 02:01:55 02:03:04 Sinclair's 2nd best-selling book; recommended book to read after *The Jungle*
- 49 02:03:54 02:04:39 Sinclair's book *The Millennium: A Comedy of the Year 2000*
- 50 02:06:01 02:07:29 The documentary about the 1936 Epic Campaign
- 51 02:08:05 02:08:43 The most graphic passage from *The Jungle*
- 52 02:08:48 02:09:58 The gains and losses *The Jungle* brought to the meatpacking industry
- 53 02:10:17 02:10:39 When and why Sinclair moved back to New Jersey
- 54 02:11:04 02:11:49 The Progressive Movement
- 55 02:13:03 02:15:21 International outrage over *The Jungle*; the profitability of *The Jungle*
Watch | Back to Lesson
- 56 02:15:36 02:16:48 The advent of "industrial films"; Sinclair's remarks
- 57 02:17:52 02:19:10 Globalization
- 58 02:20:32 02:21:53 A comparison of the books *The Jungle* and *Fast Food Nation*
- 59 02:28:50 02:29:44 A comparison of Chicago's immigrants then and now
- 60 02:30:13 02:30:47 Will there ever be another book that has the same kind of social impact as *The Jungle*?

Lesson Six: Ida Tarbell: Muckraker

Objectives: Students will be able to:

- 1. Define Muckraker and explain its origin.**
- 2. Explain why Ida Tarbell is known as a muckraker.**
- 3. Discuss the effect that Ida Tarbell had on the Standard Oil Company.**
- 4. Define syndicate and explain how a syndicate enhanced the journalism industry.**
- 5. Analyze a document.**
- 6. Analyze a political cartoon.**
- 7. Investigate a current social problem and write a persuasive essay about the problem and produce, with others, a public service announcement.**

Introduce the term "muckraker" with the political cartoon of Theodore Roosevelt raking the muck. Have students "Practice the Skill" on the handout. Discuss the answers. Ask students if they can name any other muckrakers. (Jacob Riis and Upton Sinclair) Are there any muckrakers today? What term do we use today for muckrakers? (Investigative reporters)

Have students read about Ida Tarbell, a famous muckraker. They will read two short chapters from Joy Hakim's History of Us series: "Ida, Sam, and the Muckrakers" and "A Boon to the Writer" and answer the questions on the handout. (This should be an easy read for high school students)

The next part of this lesson has students read an excerpt from "The History of the Standard Oil Company" published in 1904 and written by Ida Tarbell. Students should explain why this book prompted the Supreme Court to dissolve the trust.

The activity for this lesson is for students to write a 3-5 paragraph persuasive essay about a contemporary "controversial issue" and to do a follow up public service announcement. They will be like muckrakers. Students will individually investigate the issue assigned to them and write the essay. Then, in groups, they will produce a public service announcement. The discussion about this activity should include how muckraking, or investigative journalism has changed through time. There should be some interesting discussion about the effectiveness of magazines, newspapers, radio, t.v., etc.

Read "Ida, Sam, and the Muckrakers" and "A Boon to The Writer". Name: _____

(from Joy Hakim's HISTORY OF US series)

1. Define Muckraker:
2. What did they write about-
 - a. Slaughterhouses:
 - b. City bosses:
 - c. Industrial tycoons:
3. List three things all of the Muckrakers had in common.
4. Why were the Muckrakers so influential?
5. How did Ida Tarbell plan to support herself in France?
6. Sam McClure took the assembly line method and applied it to journalism. He would buy articles from very good writers and sold each article to several _____.
7. What magazine did he found?
8. Who did McClure "establish one of the most productive collaborations in the history of journalism with"?
9. What was the readers' response to Ida Tarbell's stories?
10. What effect did her writing have on McClure Magazine?

More on back.....

11. What did Ida Tarbell spend four years writing about that shocked the American people?
12. What were some things she said about the company?
13. What effect did her writing have on the company?
14. How did Lincoln Steffens enlighten people about New York City and crime?
15. Why was Lincoln Steffens not a likely candidate to become a writer?

Ida Tarbell

By the early 1900s, John D. Rockefeller Sr. had finished building his oil empire. For over 30 years, he had applied his uncanny shrewdness, thorough intelligence, and patient vision to the creation of an industrial organization without parallel in the world. The new century found him facing his most formidable rival ever--not another businessman, but a 45-year-old woman determined to prove that Standard Oil had never played fair. The result, Ida Tarbell's magazine series "The History of the Standard Oil Company," would not only change the history of journalism, but also the fate of Rockefeller's empire, shaken by the powerful pen of its most implacable observer.



Persuasive Writing/Public Service Announcement Activity

Using the web site www.procon.org, students will write a 3-5 paragraph persuasive essay that is pro or con on a contemporary "controversial issue". Then, students will join with others that wrote about the same issue to produce a 30-60 second Public Service Announcement.

Topics:

1. Is the use of standardized tests improving education in America?
2. Is the D.A.R.E. program good for American kids? (K-12)
3. Is drinking milk healthy for humans?
4. Should people become vegetarian?
5. Are social networking sites good for our society?
6. Do violent video games contribute to youth violence?
7. Should felons be allowed to vote?
8. Can alternative energy effectively replace fossil fuels?
9. Are cell phones safe?
10. Should performance enhancing drugs (such as steroids) be accepted in sports?

Note: There are over 40 controversial issues on this website. I chose these ten because they were the most appropriate and interesting for the students.

Directions for the teacher:

1. Assign students an issue and whether or not they are pro or con. (Even if they don't agree) Take into consideration the number of students in the class and your opinion of how many students would make a reasonably sized group to do the announcement.
2. Give students the instructions handout, the handout about writing a persuasive essay and give them the rubric that will be used to grade their essay.
3. Take students to the computer lab to research their issue. It is best to show the students the website ahead of time and use an issue that they are not addressing as an example of how to navigate the site.
4. Establish a due date for the essay.
5. When students are finished with their essay, explain to students what a Public Service Announcement is and show some examples. These can be easily found on line.
6. Group students together to create their announcement and have them "show" their announcement in front of class.

Student directions:

Individuals:

1. Go to www.Procon.org and select your issue.
2. You should see a “pro” and “con” point of view. Give yourself a chance to read each side before researching your side and use the data from the site to write your essay. It will be important to know what the opposing side believes.
3. Research your issue by **viewing all** of the information provided on the website. Take down some notes that will help you write your essay.
4. Also, keep in mind that you will also be responsible for creating a public service announcement with other students, so any ideas that “pop into your head” should be jotted down.

You will be writing a 3-5 paragraph persuasive essay about your issue. This will be typed, 12 Times New Roman font and double spaced. See “How to Write a Persuasive Essay” handout and see the rubric that will grade you.

Persuasive Essay is due: _____.

Groups:

You will be creating a Public Service Announcement that is 30-60 seconds long. (A 30 second PSA is approximately 60-75 words)

What is a Public Service Announcement?

Public service announcements, or **PSA's**, are short messages produced on film, video, or audiocassette and given to radio and television stations. Generally, **PSA's** are sent as ready-to-air audio or video tapes, although radio stations (especially community or public stations, such as campus radio or National Public Radio affiliates) sometimes prefer a script that their announcers can read live on the air. They can be done very simply with a single actor reading or performing a message, or they can be elaborate, slickly-produced productions with music, dramatic storylines, and sound or visual effects.

- "This is your brain. This is your brain on drugs. Any questions?"
- "A mind is a terrible thing to waste."
- "Friends don't let friends drive drunk."
- "You could learn a lot from a dummy."

How many of these phrases ring a bell? These widely recognized slogans from national public service announcement campaigns by the Ad Council have become a part of our culture.

See teacher examples of PSA's and watch some on your own.

Key points to remember about the PSA:

- Because you've only got a few seconds to reach your audience (30-60 seconds), the language should be simple and vivid. Take your time and make every word count. Make your message crystal clear.
- The content of the writing should have the right "hooks" -- words or phrases that grab attention -- to attract your audience (you need to know who your audience is). For example, starting your PSA off with something like, "If you're between the ages of 25 and 44, you're more likely to die from AIDS than from any other disease."
- The PSA should usually (though maybe not 100% of the time) request a specific action, such as calling a specific number to get more information. You ordinarily want listeners to do something as a result of having heard the PSA.

Getting ready to write your PSA:

1. *Choose points to focus on.* Don't overload the viewer or listener with too many different messages. List all the possible messages you'd like to get into the public mind, and then decide on the one or two most vital points. For example, if your group educates people about asthma, you might narrow it down to a simple focus point like, "If you have asthma, you shouldn't smoke."
2. *Brainstorm.* This is also a good time to look at the PSA's that others have done for ideas. Get together with your colleagues to toss around ideas about ways you can illustrate the main point(s) you've chosen.
3. *Check your facts.* It's extremely important for your PSA to be accurate. Any facts should be checked and verified before sending the PSA in. Is the information up to date? If there are any demonstrations included in the PSA, are they done clearly and correctly?
4. *Identify a "hook".* A hook is whatever you use to grab the listener or viewer's attention. How are you going to keep them from changing the channel or leaving the room or letting their attention drift when your PSA comes on? A hook can be something funny, it can be catchy music, it can be a shocking statistic, it can be an emotional appeal -- whatever makes the listener or viewer interested enough to watch or listen to the rest of your PSA.

Your PSA is due: _____.

Simple Rubric:

- | | |
|---|------------------------|
| All students were on task and working well together. | Up to 20 points: _____ |
| All students played a part in the creation and presentation of the PSA. | Up to 20 points: _____ |
| The PSA's message was clear. | Up to 30 points: _____ |
| The PSA was between 30-60 seconds. | Up to 20 points: _____ |
| The PSA was interesting/creative. (use of props, etc.) | Up to 10 points: _____ |

Requirements: Typed, double spaced, Times New Roman font size 12, 3-5 paragraphs

	A	B	C	D/F
Content and Comprehension	Provides exceptional evidence to support thesis; provides exceptional reasons, details, and facts to convince the reader of his/her position 40 38 36	Provides above average evidence to support thesis; provides above average reasons, details, and facts to convince the reader of his/her position 34 32	Provides satisfactory evidence to support thesis; provides satisfactory reasons, details, and facts to convince the reader of his/her position 30 28	Provides unsatisfactory or inaccurate evidence to support the thesis; supporting reason, details and facts are missing, poor, or inaccurate 24 20 10 0
Organization	Paper is exceptionally organized with an attention grabbing introduction and proper thesis, followed by an exceptionally organized body and an exceptionally well structured and strong conclusion 40 38 36	Paper is organized in an above average way with an introduction and proper thesis, followed by an organized body and a conclusion 34 32	Paper has an introduction, body, and conclusion but is does not have good flow of information. Thesis may be incorrectly placed, supporting details may be out of order, and conclusion may be weak. 30 28	Paper is not organized well. It is missing an introduction and/or conclusion. There is no flow of information presented. 24 20 10 0
Grammar/Style	One or no errors in the following areas: - Sentence structure - Spelling - Tense - Personal pronouns - Capitalization - Paragraph structure Style fits the purpose of the essay; strong persuasive voice and tone 20 19 18	Few errors in the following areas: - Sentence structure - Spelling - Tense - Personal pronouns - Capitalization - Paragraph structure Style fits the purpose of the essay; shows voice and tone; persuasive 17 16	Multiple errors in the following areas: - Sentence structure - Spelling - Tense - Personal pronouns - Capitalization - Paragraph structure Style of essay fits the purpose but needs development; voice and tone not clear; not persuasive 15 14	Many errors in the following areas: - Sentence structure - Spelling - Tense - Personal pronouns - Capitalization - Paragraph structure No clear purpose. 12 10 0

Comments:

Total Points: _____

Review for each lesson: Using Brain Frames*

Brain Frames are visual-spatial displays of language and thought. They look like graphic organizers, but they are not. The biggest difference is that students are not limited to a "one size fits all" organizer. With Brain Frames they are given free rein to capture their thoughts and ideas about their topic in any way they choose, using a Brain Frame.

Jane Addams:

Create a Cause and Effect Brain Frame for "settlement housing".

Jacob Riis/Lewis Hine:

Create a Compare/Contrast Brain Frame of their pictures.

Election of 1912:

Create a Sequencing Brain Frame to show the results and give information on the elections of 1904, 1908 and 1912.

Progressivism OVERALL:

Create a Telling Brain Frame to show the many facets of "Progressivism"

*Brain Frames are a part of Architects for Learning's EmPOWER method of teaching expository writing. www.architectsforlearning.com