

Eric Paulus
Norton High School
TAH – Year 3
Unit on the Progressive Era

The following series of lesson plans on the Progressive Era was developed as a way of getting students better acquainted with not just what was occurring during the time period, but more importantly, to give them a glimpse of why this period was ripe for reform. While teaching United States History II, the Progressive Unit falls early in the year and this is such a critical period to draw students in. I have found that if not approached a certain way, the Progressive Era can become lost on students. When they hear about political reforms and governmental policy, they can lose interest.

The following lesson plans contain both short and long term goals including analyzing primary sources in the form of literary works, political cartoons, and photographs. The use of visuals in this chapter can be especially helpful to demonstrate the need for reform. The powerful images from the Triangle Shirtwaist fire, child labor, and many other issues give students a sense of what was really happening. In addition to the use of primary sources, I have also included several cooperative activities, giving students the chance to work with others on some hands-on projects. I have also made sure to include the use of technology to build research and technology skills. Most importantly, however, is the theme of comparing the past to modern times. Throughout all of the lessons that follow, I have made the attempt to include an activity or discussion which links the Progressive Era to the 21st century.

From our discussions this year on the Progressive movement, there was the discussion on what the overall purpose was behind the reforms. Was it truly to help people? Was it to mold them? I want to allow students the opportunity to think about that question in the following lessons. In addition, this is a period in which the government is growing in both size and shape. I believe that while covering these lessons, students will also be completing homework assignments from the text which present to them the steps that the government took to correct problems. While many people believe that the New Deal was the singular event which made the government larger, the Progressive Era is certainly a time which bulks up the size of our federal government. The other element that we discussed which I want students to think about is why the Progressive Era happened when it did? I have attempted to create lessons which present students with problems in food preparation, working conditions, child labor, and other events which alarmed muckrakers.

Subject: United States History II – Progressive Reforms

Grade: 11th Grade

Level: College Prep

Time: 1 Class Period

Objectives:

1. Students will define the term “progressive” in terms of the Progressive Era
2. Students will explain how *The Jungle* led to the passage of progressive reform legislation

Curriculum Framework Standards:

1. USII.8.E – Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism

People

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

Policies

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

1. **Preparation & Planning:** The word “Progressive” will be printed on the white board as students walk into the class. Once the period begins, students will be asked, in their own words, to define the term. In a “think-pair-share” activity, students will be given a moment to compare their answer with a partner sitting next to them. Each pair will then have a minute to refine their answer and share their response with the class. Once finished, the class will agree on a working definition.

2. **Assistance & Associations:** Before students break out into groups, they will be asked to explain how comfortable they feel when they buy a consumer product. How do they know it is safe for consumption? Can they think of an instance when they have been dissatisfied?

Following this activity, students will work in groups of 2-3 and read the attached excerpt from Upton Sinclair's *The Jungle*. Once completed, students will complete the discussion questions and return for a full class discussion to recap what they have read.

3. **Reflection & Readiness:** In a ticket-to-leave activity, students will be asked to reflect on how the work of Upton Sinclair still impacts us in the 21st century. Is his work still important and influential today? Why or why not?

The Jungle

Upton Sinclair

. . . And then there was the condemned meat industry, with its endless horrors. The people of Chicago saw the government inspectors in Packingtown, and they all took that to mean that they were protected from diseased meat; they did not understand that these hundred and sixty-three inspectors had been appointed at the request of the packers, and that they were paid by the United States government to certify that all the diseased meat was kept in the state. They had no authority beyond that; for the inspection of meat to be sold in the city and state the whole force in Packingtown consisted of three henchmen of the local political machine! . . .

And then there was "potted game" and "potted grouse," "potted ham," and "deviled ham"—devyled, as the men called it. "De-yled" ham was made out of the waste ends of smoked beef that were too small to be sliced by the machines; and also tripe, dyed with chemicals so that it would not show white, and trimmings of hams and corned beef, and potatoes, skins and all, and finally the hard cartilaginous gullets of beef, after the tongues had been cut out. All this ingenious mixture was ground up and flavored with spices to make it taste like something. Anybody who could invent a new imitation had been sure of a fortune from old Durham, said Jurgis's informant, but it was hard to think of anything new in a place where so many sharp wits had been at work for so long; where men welcomed tuberculosis in the cattle they were feeding, because it made them fatten more quickly; and where they bought up all the old rancid butter left over in the grocery stores of a continent, and "oxidized" it by a forced-air process, to take away the odor, recharged it with skim milk, and sold it in bricks in the cities! . . .

There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was mouldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them, they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shovelled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid

economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cart load after cart load of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound. . . .

Discussion Questions:

1. List 3 activities taking place in the meat factory which would be considered unsafe or unlawful.
2. How did you feel when you read about these activities?
3. Do you believe things like this happen in food preparation today? Why or why not?
4. What do you think Sinclair's purpose was in writing *The Jungle*? How do you think people reacted after reading it?
5. From your textbook, define **The Pure Food & Drug Act** and the **Meat Inspection Act** of 1906. How influential do you feel Upton Sinclair was in the passing of this legislation?

Subject: United States History II – Triangle Shirtwaist Fire

Grade: 11th Grade

Level: College Prep

Time: 1 Class Period

Objectives:

3. Students will identify the major causes of the Triangle Shirtwaist fire
4. Students will compare and contrast labor conditions in the early 20th century with present-day working conditions
5. Students will analyze a photograph and political cartoon

Curriculum Framework Standards:

2. USII.8.E – Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism
4. **Preparation & Planning:** Students will complete an image analysis worksheet from a photo of the Triangle Shirtwaist fire. Students will identify the limited visual information in the photo to make inferences for what they believe is taking place. Once finished, student will share their inferences for what they believe is taking place.
5. **Assistance & Associations:** Following the image analysis, students will do a round-robin style reading activity in which the story of the Triangle Shirtwaist Fire will be revealed. Each students will read aloud a paragraph from the excerpt. Additional photographs will then be displayed on the in-focus.

Students will then get into groups of approximately 3 students (depending on class size) for a political cartoon activity. Each group will be given a political cartoon from the Triangle Shirtwaist fire for analysis. Each group will complete a Political Cartoon Analysis form for their cartoon. Once complete, each group will share their cartoon with the class and discuss their thoughts on the meaning behind the cartoon.

6. **Reflection & Readiness:** Students will complete an exit slip in which they will identify 3 reasons why the fire occurred along with 3 modern day safety procedures which help to prevent such disasters from happening today.

The Story of the Fire

Near closing time on Saturday afternoon, March 25, 1911, a fire broke out on the top floors of the Asch Building in the Triangle Waist Company. Within minutes, the quiet spring afternoon erupted into madness, a terrifying moment in time, disrupting forever the lives of young workers. By the time the fire was over, 146 of the 500 employees had died. The survivors were left to live and relive those agonizing moments. The victims and their families, the people passing by who witnessed the desperate leaps from ninth floor windows, and the City of New York would never be the same.

Survivors recounted the horrors they had to endure, and passers-by and reporters also told stories of pain and terror they had witnessed. The images of death were seared deeply in their mind's eyes.

Many of the Triangle factory workers were women, some as young as 15 years old. They were, for the most part, recent Italian and European Jewish immigrants who had come to the United States with their families to seek a better life. Instead, they faced lives of grinding poverty and horrifying working conditions. As recent immigrants struggling with a new language and culture, the working poor were ready victims for the factory owners. For these workers, speaking out could end with the loss of desperately needed jobs, a prospect that forced them to endure personal indignities and severe exploitation. Some turned to labor unions to speak for them; many more struggled alone. The Triangle Factory was a non-union shop, although some of its workers had joined the International Ladies' Garment Workers' Union.

New York City, with its tenements and loft factories, had witnessed a growing concern for issues of health and safety in the early years of the 20th century. Groups such as the International Ladies' Garment Workers' Union (ILGWU) and the Womens' Trade Union League (WTUL) fought for better working conditions and protective legislation. The Triangle Fire tragically illustrated that fire inspections and precautions were woefully inadequate at the time. Workers recounted their helpless efforts to open the ninth floor doors to the Washington Place stairs. They and many others afterwards believed they were deliberately locked-- owners had frequently locked the exit doors in the past, claiming that workers stole materials. For all practical purposes, the ninth floor fire escape in the Asch Building led nowhere, certainly not to safety, and it bent under the weight of the factory workers trying to escape the inferno. Others waited at the windows for the rescue workers only to discover that the firefighters' ladders were several stories too short and the water from the hoses could not reach the top floors. Many chose to jump to their deaths rather than to burn alive.

The Next Day

In the weeks that followed, the grieving city identified the dead, sorted out their belongings, and reeled in numbed grief at the atrocity that could have been averted with a few precautions. The International Ladies' Garment Workers' Union proposed an official day of mourning. The grief-stricken city gathered in churches, synagogues, and finally, in the streets.

Protesting voices arose, bewildered and angry at the lack of concern and the greed that had made this possible. The people demanded restitution, justice, and action that would safeguard the vulnerable and the oppressed. Outraged cries calling for action to improve the unsafe conditions in workshops could be heard from every quarter, from the mainstream conservative to the progressive and union press.

Workers flocked to union quarters to offer testimonies, support mobilization, and demand that Triangle owners Harris and Blanck be brought to trial. The role that strong unions could have in helping prevent such tragedies became clear. Workers organized in powerful unions would be more conscious of their rights and better able to obtain safe working conditions.

Investigation

Local 25 of the ILGWU organized a rally against the unsafe working conditions that led to the disaster. Meanwhile the Women's Trade Union League led a campaign to investigate such conditions among Triangle workers, to collect testimonies, and to promote an investigation. Within a month of the fire the governor of New York State appointed the Factory Investigating Commission. For five years, this commission conducted a series of statewide hearings that resulted in the passage of important factory safety legislation. Frances Perkins, later to become Secretary of Labor under President Franklin Delano Roosevelt, watched the Asch Building burn, an event that influenced her decision to become a lifelong advocate for workers. Perkins assisted in the factory investigation from her position as executive secretary of the New York Committee on Safety.

Labor and management in the garment trades cooperated in the ongoing work of the Joint Board of Sanitary Control to set and maintain standards of sanitation in the workplace. This board, consisting of representatives from the clothing industry and from the union, was established a year prior to the Triangle Fire in the aftermath of the 1910 Cloakmakers' Strike. It conducted its own investigations and continued to inspect and monitor health and safety conditions. It set sanitary standards exceeding the legal requirements and, because the manufacturers' association and the union had jointly approved the standards, was able to enforce those standards in the shops that it monitored.

The ILGWU, in concert with others in the labor movement and progressive organizations, would continue a long and difficult battle to achieve the right of workers to safe, decent working conditions. The event, as it faded from immediate public outrage, was not forgotten nor was it isolated in the course of the history of American workers. It did point out the many serious problems facing factory workers and paved the way for attempts at remedies through protective legislation. In the immediate years following the fire, a flurry of legislation perfected old laws or introduced new ones, which somewhat improved working conditions.

Justice?

Eight months after the fire, a jury acquitted Blanck and Harris, the factory owners, of any wrong doing. The task of the jurors had been to determine whether the owners knew that the doors were locked at the time of the fire.

Customarily, the only way out for workers at quitting time was through an opening on the Green Street side, where all pocketbooks were inspected to prevent stealing. Worker after worker testified to their inability to open the doors to their only viable escape route ? the stairs to the Washington Place exit, because the Greene Street side stairs were completely engulfed by fire. More testimony supported this fact. Yet the brilliant defense attorney Max Steuer planted enough doubt in the jurors' minds to win a not-guilty verdict. Grieving families and much of the public felt that justice had not been done. "Justice!" they cried. "Where is justice?"

Twenty-three individual civil suits were brought against the owners of the Asch building. On March 11, 1913, three years after the fire, Harris and Blanck settled. They paid 75 dollars per life lost.

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

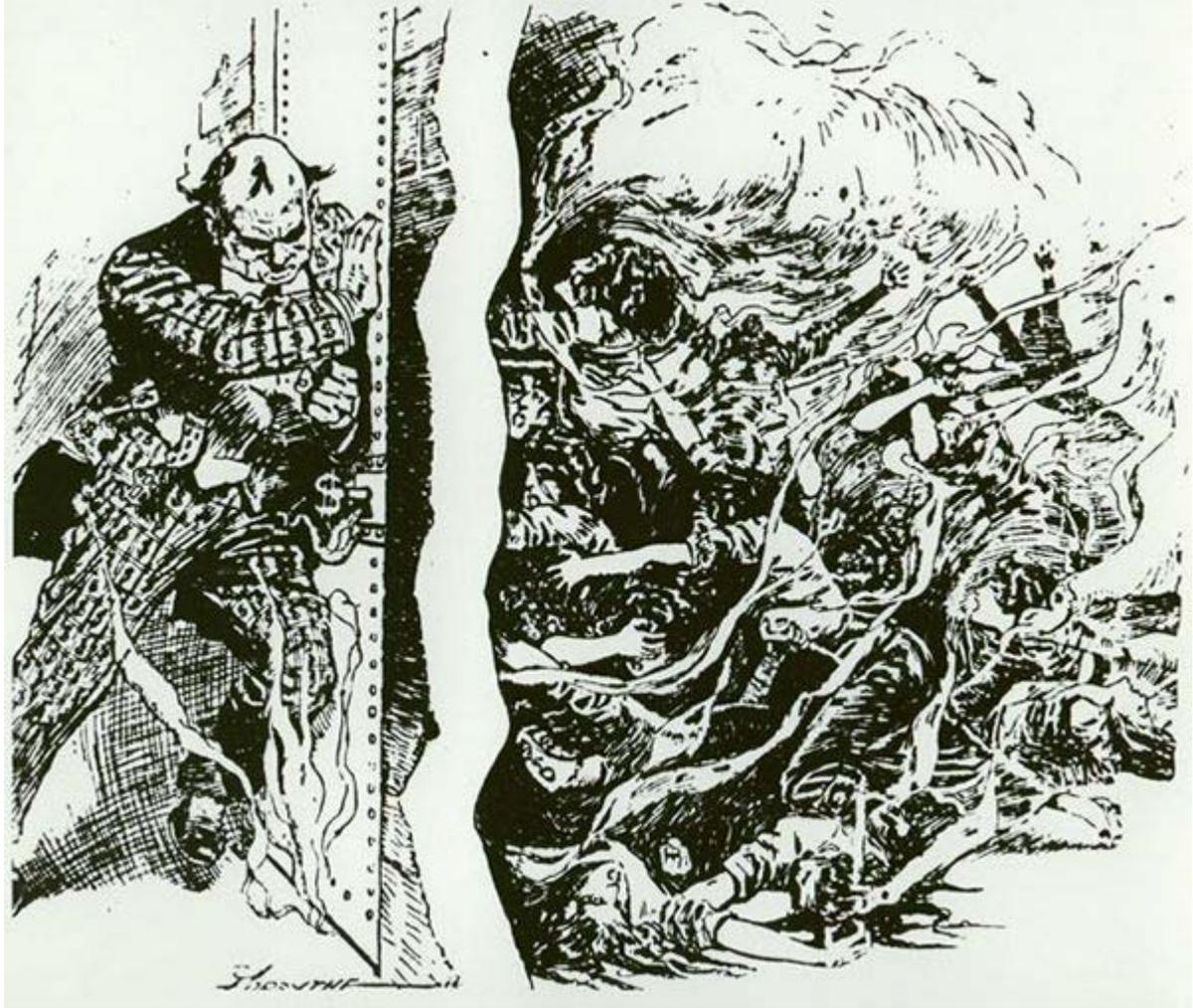
What questions does this photograph raise in your mind?

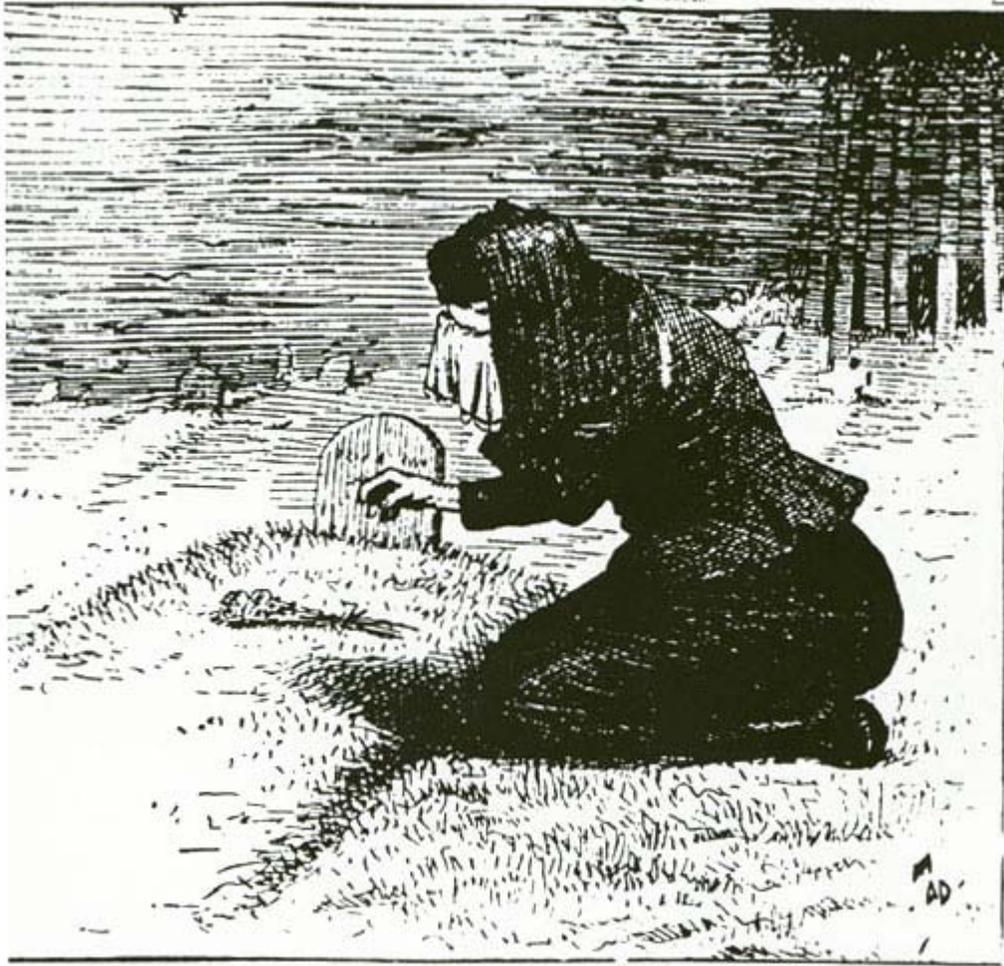
Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

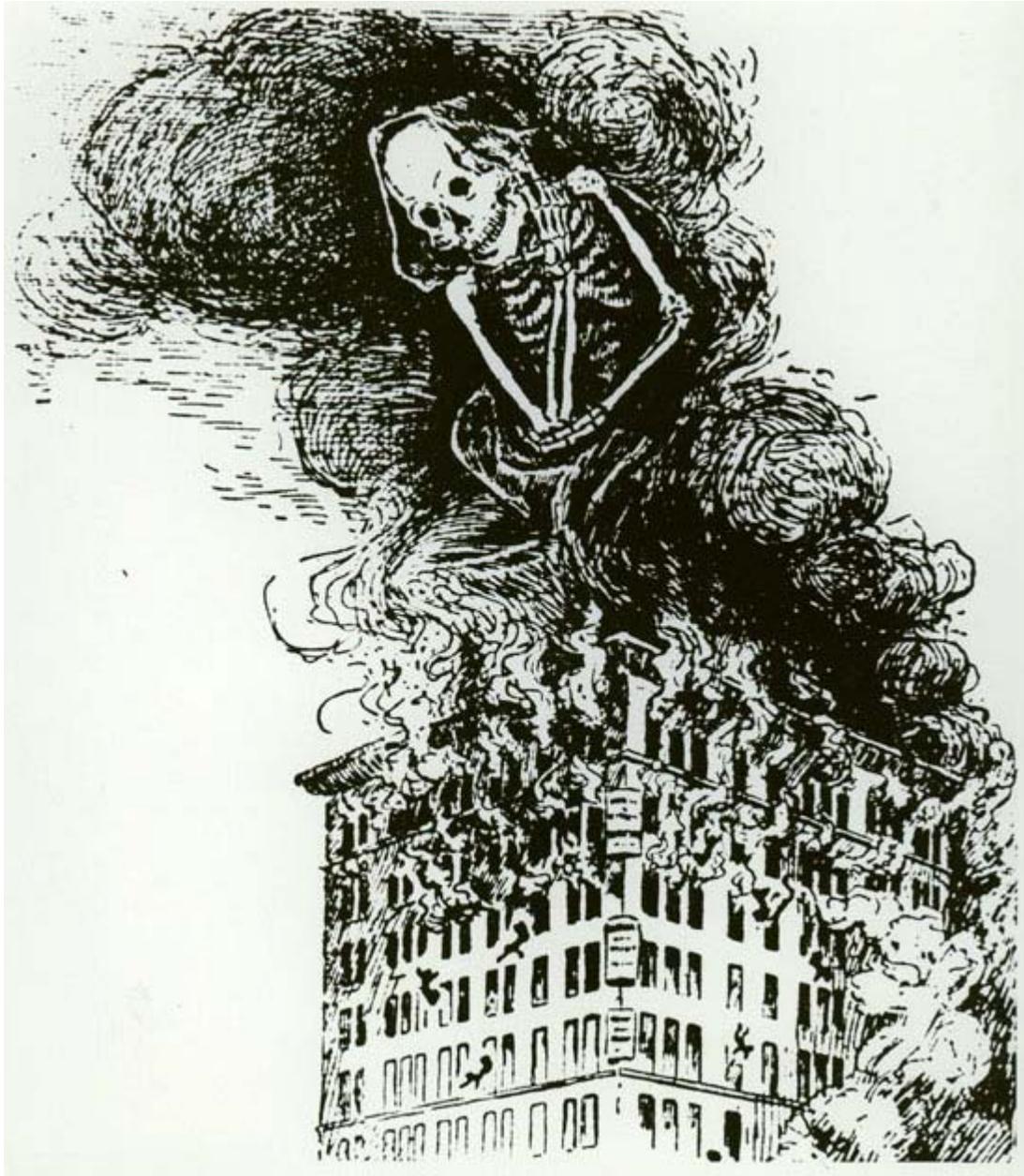
INSPECTOR OF BUILDINGS!





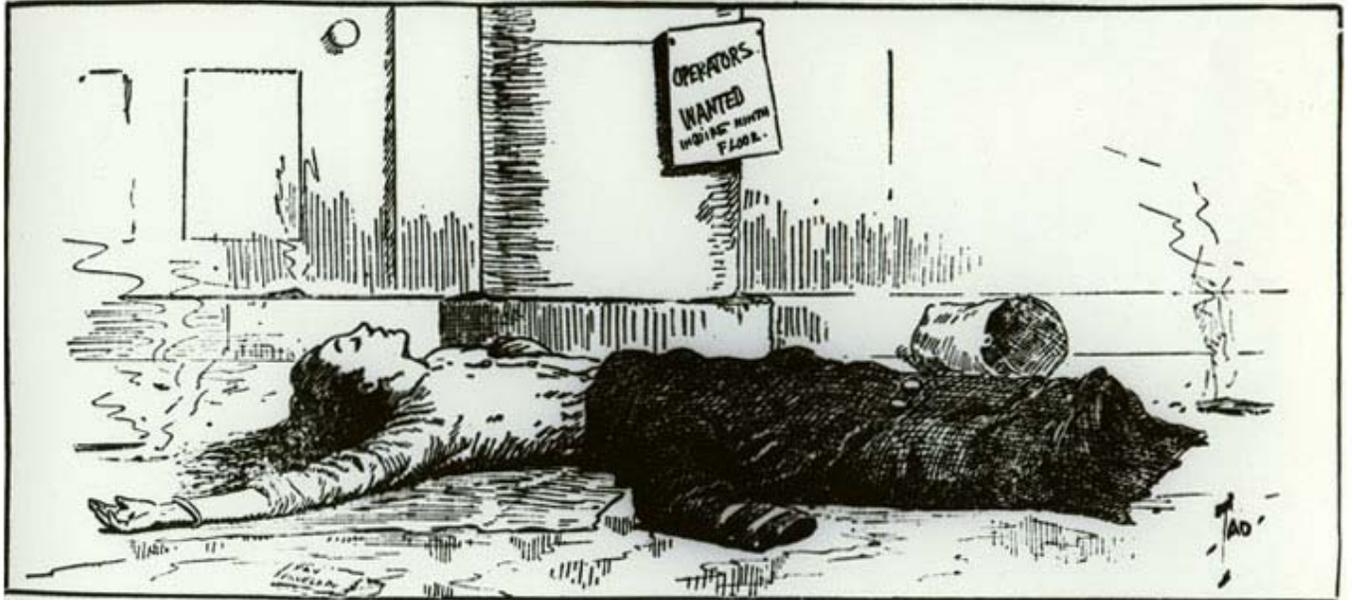


How Soon Will They Be All Forgotten?



This Is One of a Hundred Murdered

Is any one to be punished for this?





Subject: United States History II – Suffrage Arguments

Grade: 11th Grade

Level: Honors and Level 1

Time: 2 Class Periods

Objectives:

6. Students will analyze primary sources to understand the differing social reactions to the suffrage movement
7. Students will debate and explain the opposing arguments in the suffrage movement
8. Students will evaluate the effectiveness and persuasion of the various arguments

Curriculum Framework Standards:

3. USII.8.E – Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism

People

- J. Jane Addams
- K. William Jennings Bryan
- L. John Dewey
- M. Robert La Follette
- N. President Theodore Roosevelt
- O. Upton Sinclair
- P. President William H. Taft
- Q. Ida Tarbell
- R. President Woodrow Wilson

Policies

- I. bans against child labor
- J. the initiative referendum and its recall
- K. the Sherman Anti-Trust Act (1890)
- L. the Pure Food and Drug Act (1906)
- M. the Meat Packing Act (1906)
- N. the Federal Reserve Act (1913)
- O. the Clayton Anti-Trust Act (1914)
- P. the ratification of the Nineteenth Amendment in 1920

7. **Preparation & Planning:** To begin class, students will be prompted to answer the question, “are men and women equal in America today?” Once students provide some responses, they will be asked what makes men and women equal. A discussion will take place as to what makes the genders equal. Once the voting answer is provided, the students will be

shown a political cartoon as an introduction to the suffrage argument. Students will be prompted to answer the following questions:

- What is being portrayed in the cartoon?
- What are the visual clues as to what the artist is trying to say? What is the artist's point of view?
- To what audience is this cartoon appealing? Do you think more people at the time would have agreed with the artist or not?
- How do people feel about this cartoon now? What has changed since 1909?

8. **Assistance & Associations:** Students will then begin the main phase of the lesson which examines the pro and anti suffrage argument. Students will report to the computer lab to research the arguments for and against women's suffrage. Prior to beginning their research, they will be assigned to either the pro or anti side of the argument. Once students have their assignment, they will begin researching the main arguments in the suffrage debate. Students will develop at least 5 arguments to back up their position and post these arguments on their classroom blogs.

For homework, students will respond to one other student who had the opposing view and respectfully counter their 5 arguments. The following day in class, the teacher will browse the student blogs using the projector. This review will enable students to see the many arguments that went on during the suffrage movement and why it became such a hotly contested battle leading to the 19th Amendment.

9. **Reflection & Readiness:** Once the blogs have been reviewed, students will complete an "exit slip." They will write down the most powerful pro AND anti argument that they saw during the lesson. Students will also be asked to write down where they might have stood if they had been alive during the time period and why they feel the way they do.

Suggested online resources:

Anti-Suffrage Resources:

<http://www.history.rochester.edu/class/suffrage/Anti.html>

<http://www.history.rochester.edu/class/suffrage/Ant-oth.html>

Pro-Suffrage Resources:

http://ehistory.osu.edu/osu/mmh/1912/womens_suffrage/favorite.cfm

<https://archives.iupui.edu/bitstream/handle/2450/926/mss60-8.pdf?sequence=1>



JAN 21 1909

VOTES FOR WOMEN

Copyright 1909 E.W. Gustafson



Election Day!

WOMEN'S PARTY
FOR THE
PRESIDENT
MRS. WASHINGTON
FOR GOVERNOR
MRS. JONES

Subject: United States History II – Muckrakers

Grade: 11th Grade

Level: College Prep

Time: 2 Class Periods

Objectives:

9. Students will identify the major societal issues facing the United States in the early 20th century which led to the Progressive Era
10. Students will research in depth and write regarding one major problem during the Progressive Era
11. Students will examine a major problem facing American today which requires reform

Curriculum Framework Standards:

4. USII.8.E – Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism

People

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

Policies

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

10. **Preparation & Planning:** On a sheet of scrap paper, students will be asked to identify what they believe to be the biggest problem facing the United States during the Progressive Era and why. They will then be asked to write down what they believe to be the biggest problem

facing the United States in the 21st century. Once complete, students will be asked to read their problems and a list will be posted on the white board.

11. **Assistance & Associations:** Following the class discussion, students will be brought to the library/computer lab where they will work with a partner to become 21st century muckrakers. Students will select one famous muckraker we have covered in class and write a newspaper style article in which they are exposing a major problem in the United States during the Progressive Era. The article should be approximately 1 page in length, contain a headline and photograph, and be written as if they were just uncovering the problem in the early 1900s. The article should be posted on the student's classroom blogs.

Day 2: The following day, students will return to the computer lab to complete part 2. Students will once again work with their partner to complete a 2nd newspaper article. Students will play the role of 21st century muckraker to expose and examine what they believe to be one of the biggest problems facing America in the modern day. This could include local, state, or national issues involving politics, education, environmental issues, healthcare, etc. The article should expose an issue as if it is breaking news. Again, the article should be approximately 1 page in length, include an appropriate headline and photo, and be posted on the student's blog. Other resources such as political cartoons may also be included.

12. **Reflection & Readiness:** Once students are complete, they should browse the articles of their classmates and reflect and comment (through BlogSpot) on at least 2 articles written by their peers.

Possible Muckrakers:

Ida Tarbell
Upton Sinclair
Jacob Riis
Lincoln Steffens
Florence Kelley
Carrie Chapman Catt
Nellie Bly
Ray Stannard Baker
Samuel Adams

CATEGORY	4	3	2	1
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Illustrations	Illustrations are detailed, attractive, creative and relate to the text on the page.	Illustrations are somewhat detailed, attractive, and relate to the text on the page.	Illustrations relate to the text on the page.	Illustrations are not present OR do not relate to the text.

Subject: United States History II – Child Labor

Grade: 11th Grade

Level: Honors and Level 1

Time: 2 Class Periods

Objectives:

12. Students will analyze photographs to gain a better understanding of child labor problems during the Progressive Era
13. Students will identify the problems brought about by child labor
14. Students will compare the past and present by reflecting on changes made since the Progressive Era

Curriculum Framework Standards:

5. USII.8.E – Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism

People

- BB. Jane Addams
- CC. William Jennings Bryan
- DD. John Dewey
- EE. Robert La Follette
- FF. President Theodore Roosevelt
- GG. Upton Sinclair
- HH. President William H. Taft
- II. Ida Tarbell
- JJ. President Woodrow Wilson

Policies

- Y. bans against child labor
- Z. the initiative referendum and its recall
- AA. the Sherman Anti-Trust Act (1890)
- BB. the Pure Food and Drug Act (1906)
- CC. the Meat Packing Act (1906)
- DD. the Federal Reserve Act (1913)
- EE. the Clayton Anti-Trust Act (1914)
- FF. the ratification of the Nineteenth Amendment in 1920

13. **Preparation & Planning:** Class will begin by asking students how many of them currently have part-time jobs. Students will be asked to discuss their knowledge of current labor laws which apply to them today. Students will then be asked if they think the labor laws are a positive or negative thing.

14. **Assistance & Associations:** Students will then be introduced to Lewis Hines' work on photographing child labor during the Progressive Era. Students will be shown an image from the Progressive Era of child labor. Students will complete an image analysis worksheet for the image. Following completion, a discussion will take place on what is happening in the image and how students feel about the state of the child.

Students will then report to the computer lab where they will begin their own exploration of child labor during the Progressive Era. By using several provided sources of photographs, students will complete a "muckraking" photo journal of child labor pictures. Students may work with a partner and gather 7-10 photographs. Acting as a muckraking investigative journalist, students will include their own captions/commentary below each photo. The journal should include a cover with a title of their work. The final page should include recommendations to the nation on what types of regulations need to be put into place to correct the problems being seen in the photos.

15. **Reflection & Readiness:** When completed at the end of the 2nd day, students will move around the room to observe the work of other students. As a culminating activity, students will complete an exit slip activity listing as many violations of child labor as they can recall from the photo journals and how the work of Lewis Hines helped to bring about changes such as the Child Labor Board.

Progressive Era Child Labor Photo Journal

Directions: With a partner, students will gather a collection of 7-10 photographs of child labor taken during the period known as the Progressive Era (1890-1920). Each photograph should be included as a means of demonstrating the problems that resulted from the widespread use of child labor.

The photo journal should begin with an introduction of what the viewer is about to see from the perspective of the photographer. Following the introduction, each of the following pages should include 1 photo along with a caption of what is taking place. Following the photo section, the photo journal should end with a summary of the feelings of the author and what steps need to be taken to correct the problems seen in the photo journal.

The following is a site which includes many photographs, however, if you wish, you may use other sources as long as they come from the Progressive Era:

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

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The scrapbook includes a strong introduction.

1 2 3 4 5

2. Each item in the scrapbook has an accompanying caption.

1 2 3 4 5

3. Captions in the scrapbook are clear and descriptive.

1 2 3 4 5

4. All items in the scrapbook are relevant to the topic.

1 2 3 4 5

5. The scrapbook includes a variety of photos.

1 2 3 4 5

6. The scrapbook indicates an understanding of the topic.

1 2 3 4 5

7. The contents of the scrapbook appear to be well researched.

1 2 3 4 5

8. The scrapbook is neatly planned and attractive.

1 2 3 4 5

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

What questions does this photograph raise in your mind?

