

The Life of a Muckraker

Key Figures in the Progressive Movement

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Published by *K20 Center*

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Grade Level	11th Grade	**Time Frame**	100 minutes
Subject	Social Studies	**Duration**	2 class periods
Course	U.S. History		

Essential Question

How does the media influence social justice?

Summary

In this lesson, students will closely examine the social problems that emerged in American society as a result of industrialization. Students will interpret and evaluate primary sources from the early 20th Century to understand how photography and journalism exposed desperate social conditions and political corruption. Students will engage in visual and informational literacy experiences that will enhance their investigative and analytical skills.

Snapshot

Engage

Students examine photographs from the Progressive Era using the Painting a Picture strategy while engaging in a Gallery Walk.

Explore

Students analyze a quote by Teddy Roosevelt and work with a partner to infer the definition of the term "muckraker."

Explain

Students jigsaw primary source readings from prominent muckrakers.

Extend

Students select an assignment from a choice board to reflect on a social issue of the present day.

Evaluate

Students engage in a quick write by responding to the question, "How did muckrakers of the 20th century influence the Progressive Movement?"

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.2.1C: Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis and Upton Sinclair, in changing government policies regarding child labor, working conditions and regulation of big business.

Attachments

- Choice Board Rubric - The Life of a Muckraker - Spanish.docx
- Choice Board Rubric - The Life of a Muckraker - Spanish.pdf
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- Choice Board—The Life of a Muckraker - Spanish.docx
- Choice Board—The Life of a Muckraker - Spanish.pdf
- Choice Board—The Life of a Muckraker.docx
- Choice Board—The Life of a Muckraker.pdf
- Jigsaw Graphic Organizer—The Life of a Muckraker - Spanish.docx
- Jigsaw Graphic Organizer—The Life of a Muckraker - Spanish.pdf
- Jigsaw Graphic Organizer—The Life of a Muckraker.docx
- Jigsaw Graphic Organizer—The Life of a Muckraker.pdf
- Jigsaw Readings—The Life of a Muckraker - Spanish.docx
- Jigsaw Readings—The Life of a Muckraker - Spanish.pdf
- Jigsaw Readings—The Life of a Muckraker.docx
- Jigsaw Readings—The Life of a Muckraker.pdf
- Lesson Slides—The Life of a Muckraker.pptx
- Painting a Picture Chart—The Life of a Muckraker - Spanish.docx
- Painting a Picture Chart—The Life of a Muckraker - Spanish.pdf
- Painting a Picture Chart—The Life of a Muckraker.docx
- Painting a Picture Chart—The Life of a Muckraker.pdf
- Painting a Picture Images—The Life of a Muckraker - Spanish.docx
- Painting a Picture Images—The Life of a Muckraker - Spanish.pdf
- Painting a Picture Images—The Life of a Muckraker.docx
- Painting a Picture Images—The Life of a Muckraker.pdf

Materials

- Lesson Slides (attached)
- Painting a Picture Images (attached)
- Painting a Picture Chart handout (attached, one per student)
- Jigsaw Readings (attached, one per group)
- Jigsaw Graphic Organizer (attached, one per student)
- Choice Board handout (attached, one half-sheet per student)
- Choice Board Rubric (attached; one per student)
- Pens/pencils
- Copy paper
- Markers or colored pencils
- Poster board (optional)
- Student personal devices with internet access (optional)

15 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, print the attached **Painting the Picture Images** handout and hang the four images up around the classroom where students can easily observe them.

Use the attached **Lesson Slides** to guide the lesson. Navigate through introductory slides, presenting the essential question on **slide 3** and the lesson objective on **slide 4**.

On **slide 5**, explain the Painting A Picture strategy to students. Divide the class by numbering students from one to four, then pass out the attached **Painting a Picture** handout.

While students begin their examination of the photo that corresponds to their number, instruct them to take notes on the handout. They should make observations about the photograph they are viewing, and use those observations to infer what is happening.

Have students repeat this process with the rest of the four images. After they have made it through all four, have students return to their desks. Lead a class discussion where students hypothesize the significance of the photos in relation to what they are studying.

10 minutes

Explore

Present the Theodore Roosevelt quote on **slide 6**. You may choose to read the quote aloud as the students read it silently.

Move to **slide 7**. With an Elbow Partner, have students predict what they think the term "muckraker" means. After partners are given sufficient time, discuss this as a class.

Teacher's Note: Muckraker Definition

Someone who searches out and publicly exposes real or apparent misconduct of a prominent person or business. In the Progressive Era, the term was used to describe journalists, writers, photographers, etc.

Explain to students that the first time the term "muckraking" was used was during this time period. Ask students if they can think of any problems revealed through the photos that would need "muckraking" during that time period. Lead students in a discussion of the purpose of muckrakers by reviewing the events and themes of the Gilded Age and Industrial Revolution, and give examples of social issues addressed at the time.

Teacher's Note: Possible Student Responses

- Crowded living conditions
- Dangerous and harsh working conditions
- Child labor

25 minutes

Explain

Place students in groups of four. Display **slide 8** and pass out one of each primary source document from the attached **Jigsaw Readings** handout to each group. In each group, number students from one to four to identify which text each student will be assigned. Transition to **slide 9**, and explain the Jigsaw strategy to students.

Explain that students will have about ten minutes to read their text and to Stop and Jot main ideas discovered in the margins. After students have finished reading and jotting down main ideas, ask them to share with their group what they summarized in the margins. At this time, distribute the attached **Jigsaw Graphic Organizer** handout to each student and have groups collectively record a summary of each reading.

When each group has completed all four documents, hold a class discussion about what they found. Use this time to answer any questions students have so far regarding the social issues brought to light through the muckrakers' publications.

Teacher's Note: Reading Modification

If necessary, modify the provided Jigsaw Readings documents to better accommodate students.

40 minutes

Extend

Go to **slide 10** to present the options for a Choice Board. Pass out the attached **Choice Board** handout if desired. Explain to students that using a Choice Board allows them to choose how to demonstrate learning. In their assignment, students illuminate a major social issue of today using a comic strip, video in Padlet, poster, or original political cartoon.

Give students plenty of time to complete their chosen activities. If desired, you may allow students to work in pairs. Brainstorm with the class a list of social problems that exist today for students to consider before choosing an item from the Choice Board.

Pass out the attached **Choice Board Rubric** handout and review with students so they have a clear understanding of their task.

Teacher's Note: Technology Limitations

Based upon the availability of technology or classroom supplies, you may limit or substitute options on the Choice Board.

10 minutes

Evaluate

Transition to **slide 11.** Introduce students to the Quick Write strategy. Tell students when engaging in a Quick Write, punctuation and spelling is not the focus, writing what they have learned about the content is the priority.

Have students respond to the question, "How did muckrakers of the 20th Century influence the Progressive Movement?" on a piece of notebook paper. Encourage students to use their Jigsaw Graphic Organizer and review the Muckrakers that have been studied if needed.

Collect student's responses, the choice board products, and the Jigsaw Graphic Organizer to assess student understanding of the lesson content.

Resources

- K20 Center. (n.d.). Choice Boards. Strategies. https://learn.k20center.ou.edu/strategy/73
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Painting a Picture. Strategies. https://learn.k20center.ou.edu/strategy/1331
- K20 Center. (n.d.). Stop and Jot. Strategies. https://learn.k20center.ou.edu/strategy/168
- K20 Center. (n.d). Quick Write. Strategies. https://learn.k20center.ou.edu/strategy/1127
- K20 Center. (n.d.). Video in Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/4077
- Merriam-Webster. (n.d.). Muckrake. In *Merriam-Webster.com dictionary*. https://www.merriam-webster.com/dictionary/muckrake