

What Was the Progressive Era?

Key Periods in U.S. History

Susan McHale, Brandon Voss
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Grade Level	11th Grade	**Time Frame**	3-4 class period(s)
Subject	Social Studies	**Duration**	200 minutes
Course	U.S. History		

Essential Question

How does social reform impact a nation?

Summary

In this lesson, students explore the historical period of the Progressive Era through analyzing photos and gain a deeper knowledge of this era by reading primary source documents. They learn about several social reform movements and create speeches and posters in order to rally their peers to support various causes.

Snapshot

Engage

Students participate in an I Think/We Think activity to determine what the word "progressive" means.

Explore

Students examine and discuss Progressive Era photos to gain a deeper understanding of what the Progressive Era was all about.

Explain

Students read and analyze primary source documents from the Progressive Era using the CUS and Discuss strategy, and then choose a reform that they believe was most important to the progress of the nation.

Extend

Student groups are randomly assigned a social reform scenario, and each group creates a platform speech and a protest sign for their cause. Oral presentations give each group an opportunity to rally the audience to their cause.

Evaluate

The I Think/We Think activity about the Progressive Era, the document analysis, and the oral presentations can all be used as assessments for this lesson. A rubric for student products is available.

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.
USH.2.1D: Analyze major social reform movements including the Women's Suffrage and Temperance Movement and the leadership of Susan B. Anthony, Alice Paul,and Jane Addams.
USH.2.1E: Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot,and the leadership of Eugene V. Debs.

Attachments

- Choose Your Reform Posters—What Was the Progressive Era - Spanish.docx
- Choose Your Reform Posters—What Was the Progressive Era - Spanish.pdf
- Choose Your Reform Posters—What Was the Progressive Era.docx
- Choose Your Reform Posters—What Was the Progressive Era.pdf
- Crusade for Justice Excerpt—What Was the Progressive Era - Spanish.docx
- Crusade for Justice Excerpt—What Was the Progressive Era - Spanish.pdf
- Crusade for Justice Excerpt—What Was the Progressive Era.docx
- Crusade for Justice Excerpt—What Was the Progressive Era.pdf
- Establishment of Yellowstone National Park—What Was the Progressive Era - Spanish.docx
- Establishment of Yellowstone National Park—What Was the Progressive Era - Spanish.pdf
- Establishment of Yellowstone National Park—What Was the Progressive Era.docx
- Establishment of Yellowstone National Park—What Was the Progressive Era.pdf
- I Think, We Think—What Was the Progressive Era - Spanish.docx
- I Think, We Think—What Was the Progressive Era - Spanish.pdf
- I Think, We Think—What Was the Progressive Era.docx
- I Think, We Think—What Was the Progressive Era.pdf
- Keating-Owen Child Labor Act—What Was the Progressive Era - Spanish.docx
- Keating-Owen Child Labor Act—What Was the Progressive Era - Spanish.pdf
- Keating-Owen Child Labor Act—What Was the Progressive Era.docx
- Keating-Owen Child Labor Act—What Was the Progressive Era.pdf
- Lesson Slides—What Was the Progressive Era.pptx
- On Women's Right To Vote—What Was the Progressive Era - Spanish.docx
- On Women's Right To Vote—What Was the Progressive Era - Spanish.pdf
- On Women's Right To Vote—What Was the Progressive Era.docx
- On Women's Right To Vote—What Was the Progressive Era.pdf
- Progressive Era Platform Scenarios—What Was the Progressive Era - Spanish.docx
- Progressive Era Platform Scenarios—What Was the Progressive Era - Spanish.pdf
- Progressive Era Platform Scenarios—What Was the Progressive Era.docx
- Progressive Era Platform Scenarios—What Was the Progressive Era.pdf
- Social Reform Presentation Rubric—What Was the Progressive Era - Spanish.docx
- Social Reform Presentation Rubric—What Was the Progressive Era - Spanish.pdf
- Social Reform Presentation Rubric—What Was the Progressive Era.docx
- Social Reform Presentation Rubric—What Was the Progressive Era.pdf
- Temperance Movement Pledges—What Was the Progressive Era - Spanish.docx
- Temperance Movement Pledges—What Was the Progressive Era - Spanish.pdf
- Temperance Movement Pledges—What Was the Progressive Era.docx
- Temperance Movement Pledges—What Was the Progressive Era.pdf

Materials

- Lesson Slides (attached)

- Choose Your Reform Posters (attached, one set)
- I Think/We Think handouts (attached, one per student)
- Platform scenarios for student groups (attached)
- Social Reform Presentation Rubric (attached, one per group of four students)
- Student devices with Internet access
- Chart paper
- Notebook paper
- Pens/pencils

Engage

Teacher's Note: Lesson Prep

Prior to the lesson, hang several sheets of blank chart tablet paper as well as the **Choose Your Reform Posters** on the walls around the classroom.

Begin the lesson by introducing students to the essential question and learning objectives on **slides 3 and 4.**

Display **slide 5** and introduce the I Think/We Think strategy. Ask students to get out a sheet of paper and fold it in half lengthwise. Have students label the left column "I Think" and the right column "We Think."

Teacher's Note: I Think, We Think Template

As an alternative, you can use the **I Think, We Think** template provided in the lesson attachments.

Ask students to write down an idea or a definition of what the word "progressive" might mean in the "I Think" column. Then, have them turn to a partner to discuss what they think the word "progressive" means. Partners should decide on their best definition for the word "progressive" and write that in the "We Think" column.

Ask for partners to volunteer and share their definitions aloud. As students share, write some of the phrases heard in these definitions on the board.

Explore

Display **slide 6** and ask students to look silently at a set of photos. These are photos of events that happened during the Progressive Era. Proceed to show students the photos on **slides 7-16.** Ask students to evaluate each photograph and take notes about what each one depicts. Students should continue to use the I Think/We Think strategy to take notes about the Progressive Era in the "I Think" column of their notes.

Display **slide 17** and have pairs meet again to discuss the following question: *"What was this time period called the Progressive Era about?"*

Ask pairs to join with another pair and share their ideas about the Progressive Era. Groups of four should discuss and determine what the Progressive Era was all about. Have them add these ideas to the "We Think" column on their papers.

Ask a representative from each group to write their idea of what the Progressive Era was about on the chart paper. Have another group member read aloud and explain what was posted.

Explain

For the Explain activity, you can allow the groups formed in the Explore activity to continue working together or organize students into new groups of four.

Display **slide 18**, and direct students to read in groups all of the attached primary source documents. The primary source documents include:

- **On Women's Right To Vote** (a suffragist speech by Susan B. Anthony)
- **Temperance Movement Pledges**
- **Establishment of Yellowstone National Park** (legislation establishing Yellowstone National Park)
- **Keating-Owen Child Labor Act**
- **Crusade for Justice Excerpt** (an excerpt from the autobiography of African-American journalist Ida B. Wells-Barnett)

Groups should use the CUS and Discuss strategy to read and analyze the documents. As they read, they should:

- **C**ircle new words
- **U**nderline details to support main ideas
- **S**tar main ideas

Teacher's Note: Reading and Analyzing the Group Documents

If some students struggle with reading, a group member who is a strong reader could be appointed to read the documents aloud while others read silently and circle, underline, and star the text. Then the group could proceed to discuss answers to the questions together.

Once everyone has finished reviewing all of the documents, assign each group to present and discuss one document apiece with the class.

Once each group has delivered a presentation to the class regarding one of the documents, ask students to consider which social reform has helped the United States to make the most progress in becoming a more civilized society. After they have individually chosen what they believe to be the most effective reform, point out the Choose Your Reform Posters hanging around the room.

Ask students to move to the poster for their chosen reform. Once groups have formed at the various posters, have students discuss their reasoning and appoint a spokesperson to explain why this was an important social reform for the time.

Teacher's Note: Prohibition

Even though Prohibition was repealed later in history, you might point out to students that underage drinking is prohibited by law and was probably at least partially influenced by this early reform movement.

After the Choose Your Reform activity, ask student groups to return to the definitions of the Progressive Era on the chart paper. Ask students how they would expand or revise some of the definitions that were first presented.

Extend

Display **slide 19.** Again, you can choose to allow student groups to continue to work together for the **Extend** activity or form new groups. Pass out copies of the attached **Social Reform Presentation Rubric** to each group and discuss the expectations for the next activity. Tell students that they should step into the role of backers of a social reform movement during the Progressive Era. Each group should create a platform speech and a protest poster for their cause.

Number the groups 1 through 5. (Some groups might have the same number.) Pass out the **Progressive Era Platform Scenarios Handout** to each group. The "movement" that each group represents correlates with the number they received. Students can use their textbooks or the Internet to gather information about their particular social reform. Remind students that these presentations will be oral, so they need to rally the audience to their cause.

Teacher's Note: Presentations

Have group members divide up the platform speech so that everyone has a speaking part. In other words, regardless of the final product, all group members should play a part in the presentation to the class. You can grade group presentations as they are presented using the rubric.

Evaluate

This lesson provides several opportunities for evaluation, both formative and summative.

Evaluations include:

- The I Think/We Think activity (this may also be a participation grade)
- The CUS and Discuss analysis of the Progressive Era readings
- The oral presentation of the social reform scenarios (rubric provided)

Resources

- Eschner, K. (2017, Dec. 17). *Three things to know about radical prohibitionist Carry A. Nation.* Smithsonian Magazine. https://www.smithsonianmag.com/smart-news/three-things-know-about-radical-prohibitionist-carry-nation-180967627/
- K20 Center. (n.d.). *CUS and discuss.* Strategies. https://learn.k20center.ou.edu/strategy/162
- K20 Center. (n.d.). *I think/we think.* Strategies. https://learn.k20center.ou.edu/strategy/141