



# Progressivism, Organized Labor, and Oklahoma's Constitution

## The Progressive Era in Oklahoma



Sarah Brewer, Adam Yeargin

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|--------------------|------------------|-------------------|---------------------|
| <b>Grade Level</b> | 9th Grade        | <b>Time Frame</b> | 1-2 class period(s) |
| <b>Subject</b>     | Social Studies   | <b>Duration</b>   | 100 minutes         |
| <b>Course</b>      | Oklahoma History |                   |                     |

### Essential Question

How do citizens, individually or collectively, influence government structure and policy? Should governments regulate businesses to protect the rights of workers?

### Summary

After analyzing primary and secondary sources, students will describe the impact of the progressive and labor movements on the creation and ratification of the Constitution of the State of Oklahoma. Then, to extend their learning, students will view a video interview with AFL-CIO President Jimmy Curry and collaborate to explain how labor organizations advocate for workers' rights, both historically and currently. By the end of this lesson, students will be able to describe the progressive and labor movements and explain how those movements influenced the creation of Oklahoma's constitution.

### Snapshot

#### Engage

Students read "The Shawnee Demands," a primary source, and make a prediction about what the demands have in common.

#### Explore

In groups, students read and analyze "The Progressive Era in Oklahoma" using the Window Notes strategy.

#### Explain

Students return to "The Shawnee Demands" and explain how specific demands represent the broader values and goals of the progressive and labor movements.

#### Extend

Students watch a video interview with the president of the Oklahoma AFL-CIO and identify the Point of Most Significance from the video to discuss.

#### Evaluate

The Window Notes Chart from the Explore section and The Progressive Movement's Influence on Oklahoma's Constitution Chart from the Explain section serve as assessments for this lesson.

## Standards

*ACT College and Career Readiness Standards - Reading (6-12)*

**CLR401:** Locate important details in somewhat challenging passages

**CLR402:** Draw logical conclusions in somewhat challenging passages

**IDT403:** Summarize key supporting ideas and details in somewhat challenging passages

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

**OKH.4.4:** Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.

## Attachments

- [Lesson Slides—Progressivism, Organized Labor, and the Oklahoma Constitution.pptx](#)
- [Progressive Influence on Oklahoma's Constitution \(Answer Key\)—Progressivism, Organized Labor, and the Oklahoma Constitution.docx](#)
- [Progressive Influence on Oklahoma's Constitution \(Answer Key\)—Progressivism, Organized Labor, and the Oklahoma Constitution.pdf](#)
- [Progressive Influence on Oklahoma's Constitution—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.docx](#)
- [Progressive Influence on Oklahoma's Constitution—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.pdf](#)
- [Progressive Influence on Oklahoma's Constitution—Progressivism, Organized Labor, and the Oklahoma Constitution.docx](#)
- [Progressive Influence on Oklahoma's Constitution—Progressivism, Organized Labor, and the Oklahoma Constitution.pdf](#)
- [The Progressive Era in Oklahoma—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.docx](#)
- [The Progressive Era in Oklahoma—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.pdf](#)
- [The Progressive Era in Oklahoma—Progressivism, Organized Labor, and the Oklahoma Constitution.docx](#)
- [The Progressive Era in Oklahoma—Progressivism, Organized Labor, and the Oklahoma Constitution.pdf](#)
- [The Shawnee Demands—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.docx](#)
- [The Shawnee Demands—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.pdf](#)
- [The Shawnee Demands—Progressivism, Organized Labor, and the Oklahoma Constitution.docx](#)
- [The Shawnee Demands—Progressivism, Organized Labor, and the Oklahoma Constitution.pdf](#)
- [Window Notes \(Answer Key\)—Progressivism, Organized Labor, and the Oklahoma Constitution.docx](#)
- [Window Notes \(Answer Key\)—Progressivism, Organized Labor, and the Oklahoma Constitution.pdf](#)
- [Window Notes—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.docx](#)
- [Window Notes—Progressivism, Organized Labor, and the Oklahoma Constitution - Spanish.pdf](#)
- [Window Notes—Progressivism, Organized Labor, and the Oklahoma Constitution.docx](#)
- [Window Notes—Progressivism, Organized Labor, and the Oklahoma Constitution.pdf](#)

## Materials

- Lesson Slides (attached)
- Progressive Influence on Oklahoma's Constitution (attached; one per student)
- Progressive Influence on Oklahoma's Constitution (Answer Key)
- The Progressive Era in Oklahoma (attached; one per student)

- The Shawnee Demands (attached; one per student)
- Window Notes (attached; one per student)
- Window Notes (Answer Key)
- Sticky notes (one per student)
- Internet access

# Engage

## Teacher's Note: Preparation

This lesson begins by directing students to examine an Oklahoma history primary source document called "The Shawnee Demands." For more background information about "The Shawnee Demands," please visit the Oklahoma Historical Society's encyclopedia [here](#).

Divide students into small groups of 3–4. Display the attached **Lesson Slides**, beginning with slide 3. Distribute a copy of the attached **The Shawnee Demands** handout to each student. Tell students this is a primary source document prepared in 1906 and related to Oklahoma history, but do not give students any other context. Ask students to read through the list of demands with their groups. Next, working with their groups, ask students to make a statement that hypothesizes about what these statements have in common. Specifically, referencing slide 3, ask students to respond to the question: What do the "demands" on this list have in common? Encourage students to highlight specific statements that serve as evidence to support their hypotheses. After students have been given 5–10 minutes to create these hypothesis statements, call on each group to share their response with the whole class.

## Possible Student Responses

Students might note that many demands give more power to the people, protect workers, or limit the power of companies. Students might also specify what powers the government, the people, and corporations can or can't have.

After you field responses from each group, explain to students that The Shawnee Demands made up a document put together by a group of Oklahomans prior to statehood in an attempt to influence how the new constitution would be structured and how that structure would impact citizens as well as corporations. Then, move to slide 4. Explain to students that, as they move forward with the lesson, they are going to explore the context in which The Shawnee Demands were written and explore why citizens advocated for structuring the state government to protect the rights of workers and place more power directly with the people. More generally, referencing the essential questions on the slides, ask students to think about these questions throughout the lesson: How do citizens, individually or collectively, influence government structure and policy? Should governments regulate businesses to protect the rights of workers and consumers? Move to slide 5 to briefly note the learning objectives for the lesson.

# Explore

Display slide 6. Pass out a copy of the attached **The Progressive Era in Oklahoma** article to each student, along with a copy of the attached **Window Notes** chart. Ask students to look over the four prompts in the Window Notes Chart and keep them in mind as they read The Progressive Era in Oklahoma article. Once students have read over the four prompts, they should read the article with their groups. Once students have finished reading, invite them to work with their groups to complete the Window Notes Chart, following the [Window Notes](#) strategy. While it is suggested that students respond in 2–3 complete sentences to each prompt, this can be modified to suit the needs of the class. However, expectations for each response should be communicated to the students (e.g., bullet points, complete sentences, number of sentences). After students have completed the chart, call on different groups to share their answers for the different prompts. As student groups share, be sure to correct, clarify, and add any missing information. See the attached **Window Notes (Teacher's Guide)** for sample student answers.

## Teacher's Note: Scaffolding The Assignment

Students might benefit from breaking the reading into chunks. For example, students could be asked to read the first two paragraphs from the article and then stop to fill in the first box in the Window Notes Chart, which says "Describe the Progressive Era." Next, students could read the third paragraph and then stop to fill in the second box in the Window Notes Chart, which says "Describe the labor movement in Oklahoma." Additionally, they could now fill in the third box in the Window Notes Chart, which says, "Explain how the labor movement relates to the Progressive Era." Lastly, students could finish by reading the remaining three paragraphs and fill in the fourth box in the Window Notes Chart, which says, "Explain how the labor and progressive movements influenced Oklahoma's constitution."

## Teacher's Note: Scaffolding The Discussion

If students are asked to complete the assignment in "chunks," consider facilitating small class discussions as each box in the Window Notes Chart is completed. Or, if it better suits your needs, the discussion can take place once all four boxes are completed. In this case, you might consider assigning each group a different box from the Window Notes Chart to share with the whole class.

# Explain

Display slide 7. Direct students back to The Shawnee Demands and pass out a copy of the attached **Progressive Influence on Oklahoma's Constitution** chart. Emphasize that The Shawnee Demands was the document written by representatives from the major labor unions in an ultimately successful effort to influence the structure of Oklahoma's constitution. Invite students to demonstrate their understanding of how the progressive movement shaped the structure of Oklahoma's constitution. Tell students that the chart contains several of the provisions from The Shawnee Demands that were incorporated into Oklahoma's constitution. Invite students to reference their Window Notes and, working with their groups, choose three of the provisions listed, and explain how each reflects the goals of the progressive movement. It is suggested that student responses be 2–3 complete sentences.

## Teacher's Note: Progressive Movement's Influence On Oklahoma's Constitution Chart

Note that, in the chart, demands 12, 13, and 16 are grouped together. This is because all three of these demands involve the election of a commissioner or commissioners by the people to provide oversight for these departments within Oklahoma's government structure, giving more power to the electorate.

## Teacher's Note: Scaffolding The Assignment

Students might benefit from doing the first provision as a whole class so they have a better understanding of what they are being expected to do. If you decide to try this, give student groups about 5 minutes to complete the first entry in their charts. As students finish, bring the whole class back together, and call on several groups to share their answers. At this point, clarify for students what should be included in their responses, and point out what is missing. Give students time to modify their answers to reflect this discussion of expectations. By doing this, students may feel more confident moving forward with the remaining provisions.

Once students have finished their charts, ask each group to choose one of their responses to share with the whole class. As student groups share, be sure to correct, clarify, and add any missing information. See the attached **Progressive Influence on Oklahoma's Constitution (Answer Key)** for sample student answers.

## Teacher's Note: Discussion

If you chose to do the first provision as a whole class, tell students they must pick a different one to share with the class. Ideally, your students will share out a variety of responses.

## Extend

Continue to slide 8. Invite students to watch a video interview with Oklahoma State AFL-CIO President, Jimmy Curry. AFL-CIO stands for the American Federation of Labor and Congress of Industrial Organizations. Explain to students that, in the video, Mr. Curry discusses the creation of Oklahoma's labor unions during the Progressive Era, the general influence of labor organizations, and how labor organizations have worked throughout history to protect workers and limit the power of large corporations.

Hand each student a sticky note and ask them to consider as they view the upcoming video what they think is its most significant point. Then, invite students to watch the video via the [video link](#), the link on slide 8, or the embedded version of the video below.

### Embedded video

<https://www.youtube.com/watch?v=-klPc1uryrk>

After viewing the video, give students 3–4 minutes to write down their significant takeaway per the [POMS: Point of Most Significance](#) learning strategy. Once everyone has finished, ask students to share their POMS within their groups. Then, call on each group to share one of their POMS with the whole class.

### Teacher's Note: About The Afl-Cio

According to the AFL-CIO's website: "The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) works tirelessly to improve the lives of working people. We are the democratic, voluntary federation of 55 national and international labor unions that represent 12.5 million working men and women. We strive to ensure all working people are treated fairly, with decent paychecks and benefits, safe jobs, dignity, and equal opportunities." For more background information on the Oklahoma State AFL-CIO, visit their website [here](#) (full URL found in Resources below).

Display slide 9. As a follow-up, ask students, based on what they have learned in this lesson and given any other outside knowledge they have: How do citizens, individually or collectively, influence government structure and policy? Should governments regulate businesses to protect the rights of workers? Give student groups 3–4 minutes to discuss in small groups, and then ask groups to share out their answers. Remind students that there is not a right answer, but they need to support their answers with evidence and reasoning.

Conclude the discussion by noting that many of the protections we take for granted upon entering the workforce exist only because those who came before us fought for those rights to be secured through the creation of new laws. The influence the labor and progressive movements had on Oklahoma's constitution is an example of this.



## Evaluate

The Window Notes Chart from the Explore section and The Progressive Movement's Influence on Oklahoma's Constitution Chart from the Explain section serve as assessments for this lesson.

## Resources

- AFL-CIO. (n.d.). Oklahoma State AFL-CIO. <https://unionhall.aflcio.org/oklahoma-state-afl-cio>
- Cox, M. R. (n.d.). Shawnee demands. The encyclopedia of Oklahoma history and culture. <https://www.okhistory.org/publications/enc/entry.php?entry=SH017>
- Goble, D. (1980). Progressive Oklahoma: the making of a new kind of state. Norman: University of Oklahoma Press, 228–229
- K20 Center. (n.d.). POMS: point of most significance. Strategies. <https://learn.k20center.ou.edu/strategy/b30762a7557ba0b391f207f4c600f5ac>
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