

Progressivism, Organized Labor, and Oklahoma's Constitution

The Progressive Era in Oklahoma

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Grade Level	9th Grade	**Time Frame**	2 class periods
Subject	Social Studies	**Duration**	100 minutes
Course	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

In this lesson, students analyze primary sources to explain how the progressive and labor movements influenced Oklahoma's state constitution. Learning is extended by viewing an interview with the former president of Oklahoma State AFL-CIO. Students are evaluated by creating their point of most significance from the lesson.

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

Students reflect on their learning by writing their Point of Most Significance from the 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 and Government)

OKH.C.4.4: Examine the influence of the national Progressive Movement and local social reformers, such as Kate Barnard, on the state constitutional convention regarding accountable government, child labor, public education, and prohibition.

Attachments

- Lesson Slides—Progressivism, Organized Labor, and Oklahoma's Constitution.pptx
- Progressive Influence on Oklahoma's Constitution Teacher's Guide—Progressivism and Oklahoma's Constitution.docx
- Progressive Influence on Oklahoma's Constitution Teacher's Guide—Progressivism and Oklahoma's Constitution.pdf
- Progressive Influence on Oklahoma's Constitution—Progressivism and Oklahoma's Constitution.docx
- Progressive Influence on Oklahoma's Constitution—Progressivism and Oklahoma's Constitution.pdf
- The Progressive Era in Oklahoma—Progressivism and Oklahoma's Constitution.docx
- The Progressive Era in Oklahoma—Progressivism and Oklahoma's Constitution.pdf
- The Shawnee Demands—Progressivism and Oklahoma's Constitution.docx
- The Shawnee Demands—Progressivism and Oklahoma's Constitution.pdf
- Window Notes Teacher's Guide—Progressivism and Oklahoma's Constitution.docx
- Window Notes Teacher's Guide—Progressivism and Oklahoma's Constitution.pdf
- Window Notes—Progressivism and Oklahoma's Constitution.docx
- Window Notes—Progressivism and Oklahoma's Constitution.pdf

Materials

- Lesson Slides (attached)
- The Shawnee Demands handout (attached; one per student)
- Progressive Era in Oklahoma handout (attached; one per student)
- Window Notes handout (attached; one per student)
- Progressive Influence on Oklahoma's Constitution handout (attached; one per student)
- Progressive Influence on Oklahoma’s Constitution Teacher’s Guide document (attached)
- Window Notes Teacher’s Guide document (attached)

15 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson beginning with **slide 3**. Pass out the attached **The Shawnee Demands** handout to each student and place students into small groups of 3–4. Tell students the handout is a primary source document from 1906 and is related to Oklahoma history. Do not give students further context for the handout.

Have students read through the document and then discuss in their groups what the list of demands on the document might have in common. Provide time for groups to discuss, then call on each group to share what they discussed.

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.

Teacher's Note: The Shawnee Demands

For more background information about the Shawnee Demands, see the entry in the Oklahoma Historical Society's encyclopedia.

After each group has shared, display **slide 4**. Tell 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. Ask students to think about the essential questions on slide 4, then move to **slide 5** to review the lesson's learning objectives with students.

20 minutes

Explore

Display **slide 6.** Pass out the attached **Progressive Era in Oklahoma** and **Window Notes** handouts to each student. Review the four prompts in the Window Notes handout and tell students to keep the prompts in mind as they read.

Provide time for students to read through the Progressive Era in Oklahoma handout with their group and fill in the Window Notes handout as they read.

After students have completed filling in the Window Notes handout, call on different groups to share their answers for the four prompts on the handout. As student groups share, take time to clarify, and add any missing information. See the attached **Window Notes Teacher's Guide** for sample student answers.

Teacher's Note: Scaffolding

If preferred, break the reading into chunks and facilitate class discussions as each box in the Window Notes handout is completed.

35 minutes

Explain

Display **slide 7** and pass out the attached **Progressive Influence on Oklahoma's Constitution** handout. Direct students back to The Shawnee Demands handout and emphasize that The Shawnee Demands was the document written by representatives from the major labor unions in a successful effort to influence the structure of Oklahoma's constitution.

Provide time for groups to relate the information in the Progressive Influence on Oklahoma's Constitution handout to the Shawnee Demands handout. Consider modeling the first provision with the class before having students work in their groups. See the attached **Progressive Influence on Oklahoma's Constitution Teacher's Guide** for sample student answers.

Teacher's Note: Demands 12, 13, and 16

In the handout, 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.

Once students have finished, 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.

Extend

Move to **slide 8** and tell students they will listen to the 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. Play the video *ICAP - Progressivism, Organized Labor, Oklahoma Constitution*.

Embedded video

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

Display **slide 9** and tell students to talk to an Elbow Partner about the questions on the slide in which students reflect on why Mr. Curry said the AFL-CIO is important and how the AFL-CIO relates to the Progressive Era and what was included in the Oklahoma Constitution. Ask for a few volunteers to share.

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 information on the Oklahoma State AFL-CIO, visit their website here.

15 minutes

Evaluate

Display **slide 10** and introduce students to the POMS: Point of Most Significance strategy. On the back of a handout have students reply to the question on the slide, what part of the lesson helped you to understand the way in which Oklahoma's state constitution was influenced by the progressive and labor movement? Provide time for students to write their responses.

Collect the handouts to review and check for student understanding of the lesson content.

Resources

- AFL-CIO. (n.d.). Oklahoma State AFL-CIO. https://unionhall.aflcio.org/oklahoma-state-afl-cio
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). POMS: point of most significance. Strategies. https://learn.k20center.ou.edu/strategy/101
- K20 Center. (n.d.). Window notes. Strategies. https://learn.k20center.ou.edu/strategy/189
- K20 Center. (2020, April 8). Progressivism, organized labor, Oklahoma constitution. YouTube. https://youtu.be/-klPc1uryrk
- Oklahoma Historical Society. (n.d.). *The encyclopedia of Oklahoma history and culture*. https://www.okhistory.org/publications/enc/entry.php?entry=SH017
- *Oklahoma State AFL*. CIO. (n.d.). https://unionhall.aflcio.org/oklahoma-state-afl-cio