

## **Lesson 1:** Discussion of *The Jungle* and its Effects

**Time Estimated:** 1 day, 90 minutes

### **Objectives:**

Students will:

1. Identify and discuss themes contained in *The Jungle*
2. Empathize with characters, and their plight, found in *The Jungle*
3. Explain how *The Jungle* led to the passage of The Pure Food and Drug Act
4. Summarize the Pure Food and Drug Act.

### **Materials:**

- Every student should have a copy, and read *The Jungle* <http://historymatters.gmu.edu/d/5727> for chapter 9
- *The Jungle* Reading Quiz
- Guided Questions for discussion of *The Jungle*
- Essays on *The Jungle*
- Excerpted version of Pure Food and Drug Act for students <http://www.ourdocuments.gov/index.php?flash=true&>

### **Strategies:**

1. Hand out the short reading quiz for *The Jungle* to make sure that all students have read the book. Collect after they have finished.
2. Arrange desks so that students are sitting in a circular pattern around the room and the teacher should sit in the circle also. Cut the questions into strips and ask for volunteers to read a question. Then open up the floor to discussion about the questions. (Note: I use a ball or something to pass around. The person that has that is the ONLY person who can talk, including the teacher.) Hopefully the discussion will stay focused and in the direction you want; however, if that is not the case, ask follow up questions that guide the students in the correct direction.
3. Near the end of the discussion it is especially important to make sure that the discussion is headed in the right direction. It might require more active participation by the teacher. If you haven't touched the specifics of chapter 9, now is a good time. (A copy of this selection can be found at the History Matters website listed above).

4. After connecting *The Jungle* to the passage of the Pure Food and Drug Act, pass out a copy of the law to students (see the Excerpted Version). Have the students examine the law as a primary source. Go through the steps of Notice/Questions/Historical Background with them as a class. Focus on the language of the law and try to decipher what the law is saying in plain English. This can be difficult for students depending on their vocabulary and reading comprehension skills – remember it is written by lawyers.
5. I like to list the questions that the kids have on the board and use dictionaries to help us since most questions are concerning language. For help with the historical background, see the History Matters website listed above also. After we have deciphered what the law is saying, I give the students the following assignment: For each of the sections of the law that I have given them, they must find an example of a product that Sinclair has described that violates that law. For example, Section 7 of the law describes adulterated foods and there are six ways that food can be considered adulterated. The potted chicken description fits at least three of the categories. Refer them specifically to chapter 9 of *The Jungle* to help them with this.
6. **Homework:** Finish finding the products if they have not. Have each student answer the following Essay Questions on *The Jungle*. (I normally give them out now and have them due in about 1 week.)

**Differentiation:**

This lesson, though very concentrated with text, allows for all students to participate. The questions that are being discussed in the book group are very broad and call for an individual's opinion. It also incorporates group discussion, individualized work, and higher level thinking skills.

## **Lesson 2:** Changing Demographics of US

**Time Estimated:** 1 day, 90 minutes

### **Objectives:**

Students will:

1. Analyze a photograph as a primary source
2. Compare and contrast “old” v. “new” immigration to US
3. Explain how the US’s demographics were changing by interpreting a chart
4. Describe problems that city dwellers faced during this time period
5. Acquire some background information on the Progressives by reading the textbook.

### **Materials:**

- Photographs by Lewis Hine at <http://www.historyplace.com/unitedstates/childlabor/>
- Population Information Slide (see attached)
- Immigration Chart Notes (see attached)
- Photo Analysis Guide (see attached)

### **Strategies:**

1. Check for completion of homework assignment and then spend a few minutes going over how students interpreted the Pure Food and Drug Act.
2. Explain that our country was changing a lot during this time period. It is changing in two main ways: internally and externally. Put up the overhead of the Population Information Slide that shows the changing demographics of the US. Discuss this and then ask what problems and conditions this leads to in American cities. (Students should be taking notes during this.)
3. The US is also changing due to external factors. Pass out the Immigration Table and explain the changing nature of immigration. Using the Historical Background go through the chart and explain as the students fill it in.
4. All of this had an effect on our changing country. To illustrate this effect, first

select and show one of Hine's photos. Ask students to describe what they see. Using the Photo Analysis Guide go through one photo as a class as a way to model the skill to them. Then hand out copies of the Photo Analysis Guide and copies of Hine's photos to pairs of students. Have them fill in their guide with information from their pictures. (Depending on time, share some of their findings to illustrate the effects of this changing American system.)

5. **Homework:** read chapter 32 from text, Progressivism and Roosevelt, 1901 - 1912.

**Differentiation:**

This lesson uses direct instruction, visual learning from photographs, and analysis of a chart. This allows for all learners needs to be met. Students work as pairs and there is class discussion as well.

### **Lesson 3: The Progressives**

**Time Estimated:** 1 day, 90 minutes

#### **Objectives:**

Students will:

1. Describe Progressivism and its achievements
2. Evaluate the success of the Progressives
3. Analyze a political cartoon as a primary source
4. Create a political cartoon dealing with an issue of the Progressive Era.

#### **Materials:**

- Progressive Note Outline (see attached)
- Political cartoon "Bosses of the Senate"  
[http://www.senate.gov/artandhistory/art/puck/theme/Puck\\_Lampoons\\_the\\_Senate.jsp?Counter=21](http://www.senate.gov/artandhistory/art/puck/theme/Puck_Lampoons_the_Senate.jsp?Counter=21)
- Political Cartoon Analysis sheet (see attached)
- Political Cartoon Rubric (see attached)
- Computer paper and colored pencils

#### **Strategies:**

1. Display the Lewis Hine photographs that the pairs analyzed at the end of last class and take responses from them as to what each picture tells us about that time period.
2. Distribute the outline and have students take notes on Progressives. Use the Historical Background for reference. Most of the information is likely to be in a standard textbook chapter that students can read as homework, so this should be more of a discussion and clarification than just note taking. At the end of this present the following question to the students for reflection (and possible essay on the test): Evaluate the Progressive Movement. What were its goals and accomplishments? Was it successful? Be able to justify your response.
3. Put the political cartoon "Bosses of the Senate" onto the overhead. (either make an overhead transparency or use the computer website to project it. Hand out the chart for analyzing a political cartoon and go through it as an example for the class. (If need be or if time allows, you could then have the students analyze one

on their own to make sure they understand the skill. "Looking Backward" is good cartoon on immigration for this.)

4. Distribute the assignment that asks students to create a political cartoon of their own dealing with an issue of importance during the Progressive Era. See attached Political Cartoon Rubric for detailed directions. They are to work in pairs doing this and will spend the first 30 minutes of next class presenting them to class.

5. **Homework:** Finish the political cartoon to turn in at the next class.

**Differentiation:**

This lesson has direct instruction, review of concepts read the night before, and picture analysis. The culminating activity of the lesson is to create your own political cartoon, which gives more creative students a chance to show their strengths.