

**Who were the Progressive Organizations?  
and  
What were their Goals?**

<p><b>Lindsay Flynn Thurston High School August 13, 2008</b></p>
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QuickTime™ and a decompressor are needed to see this picture.

<p><b>Overview</b> America faced political, social, and environmental problems at the turn of the century. This lesson allows for students to identify the problems of American society and the progressive organizations trying to solve the issues through the use primary resources.</p>	
<p>Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• be introduced to the four major progressive reform movements at the turn of the century.</li> <li>• identify the groups and the goals of each group through the use of analyzing primary resources</li> <li>• express their identification and ideas in writing</li> </ul>
<p>Recommended Time Frame</p>	<p>1 – 2 classes: 55 minuets class period length</p>
<p>Grade Level</p>	<p>9-12 grades</p>
<p>Curriculum Fit</p>	<p>American history course</p>
<p>Materials</p>	<ul style="list-style-type: none"> <li>• Copies of progressive groups primary resources 1A – 4B. You may have students complete this lesson individually or in groups.</li> <li>• Copies of “Progressives???” student handout for each student to record their identification and ideas.</li> <li>• Overheads for class viewing of primary resources 1A – 4B.</li> </ul>

<b>Michigan Learning Standards</b>	
	<p>Michigan High School Social Studies U.S. History and Geography Standard 6.3.2 Bullet Four</p> <ul style="list-style-type: none"> <li>• Role of reform organization, movements, and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell)</li> </ul>
<b>Procedures</b>	
	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1) Make all copies for entire lesson. Each student should have their own handout while the number of primary resources copies will depend on the most effective way your students work (individually, partners, or groups).</li> </ol> <p><b>In the Classroom</b></p> <ol style="list-style-type: none"> <li>2) Introduce the idea of Progressivism to students (10 – 15 minutes).</li> <li>3) Write the four progressive organizations’ names on the board for students to refer to while completing the lesson: <ul style="list-style-type: none"> <li>- conservation movement</li> <li>- National Association for the Advancement of Colored People</li> <li>- settlement house movement</li> <li>- Women’s Christian Temperance Union</li> </ul> </li> <li>4) Instruct students to list, analyze, and classify all of the primary resources into the four progressive organizations.</li> <li>5) Allow students time to read and record ideas and answers on their handout.</li> <li>6) Collect the students’ handouts and primary resources 1A-4B when students have finished the lesson.</li> <li>7) Evaluate the students’ handouts.</li> </ol>

	<p><b>Conclusion</b></p> <p>8) Discuss the primary sources 1A-4B as a class and see if students were able to analyze and classify the four progressive organizations correctly.</p>
<p><b>Evaluation</b></p>	
	<p>Correct the student handout to see how well students were able to identify the progressive organizations for each set of primary resources.</p> <p><u>Answer Key for Student Handout</u>  1A-1B Women’s Christian Temperance Union  2A-2B settlement house movement  3A-3B conservation movement  4A-4B NAACP</p> <p>If you would like rubrics for group evaluations or a more ideas please visit  <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p>
<p><b>Extension</b></p>	
	<ul style="list-style-type: none"> <li>• Ask students to write which of the four progressive organizations they would have joined and why?</li> <li>• Ask students which of the four progressive organizations is needed most in American today and why?</li> <li>• Students create a poster for one of the progressive organizations.</li> <li>• There are more lesson plans concerning some of the organizations from the progressive era on the Library of Congress <a href="http://loc.gov/teachers/">http://loc.gov/teachers/</a></li> </ul>

**Primary Resources from the Library of Congress**

see Primary Resources Document

**Rubric**

see evaluation box

**Handouts**

See Handouts Document