

# Progressive Era Leaders

## Robin Rawlins, Lake Region High School

### I. Lesson Plan Summary

- a. The purpose of this lesson plan is to allow students to compare and contrast three progressive leaders of the early 20<sup>th</sup> century. Students will be divided into groups of 4 or 5 and will do research on Theodore Roosevelt, William Taft, Woodrow Wilson, Ida Tarbell, Upton Sinclair, Florence Kelly, Susan B Anthony, and WEB Du Boise as assigned by their teacher. Students will prepare a presentation including primary and secondary sources as well as visual aids. The activity ends in a classroom presentation which will be assessed by a teacher made rubric
- b. SSA541, SSA542; Post Civil War Growth and Change---Progressive movement
- c. Age of Industry, Progressive Era
- d. Middle/High school
- e. The Americans textbook, Instructions for Progressive Era Leaders project with rubric(student handout A), 1 ½ hour in media for research, Explanation of primary and secondary sources (student handout B )
- f. 4 ½ hours

### II. Lesson Procedures

1 ½ hours

- a. Create groups
- b. Assign Progressive era leaders ( I like to do a hat draw)
- c. Distribute and discuss student handout A: Instructions for Progressive Era Leaders Project with Rubric
- d. Distribute and discuss student handout B: Explanation of primary and secondary sources
- e. Allow students to work in groups doing research from textbook and planning for project, assigning different tasks for each member of group. Once they have a plan and everyone in group has a task, they are to get approval by their teacher.

1 ½ hours

- a. Allow time for research in the media center. Students are to include primary and secondary sources in their presentation to the class. It is up to the teacher how strict to be on documentation. Since students have such a limited time to work, I am very lenient on documentation except for primary and secondary sources used in presentation to class

1 ½ hours

- a. Allow about 5 minutes for any last minute details
- b. Students will give teacher their copy of the rubric with each group member's name on it
- c. Groups will present to class. Students will critique each group other than the group they are in and give critiques to teacher at end of presentation. Teacher will distribute critiques to each group after he/she deems them appropriate. Teacher will complete rubric for each presentation for assessment of project.

## Student Handout A

### Instructions for Progressive Era Leaders Project

1. You will be placed in groups and assigned a Progressive Era leader
2. You will research your leader in the media center and at home to create a presentation for the class.
3. Your presentation must be 3-5 minutes long, include 3 references to primary and secondary sources and include 2 visual aids.
4. Your project is due on \_\_\_\_\_.
5. Your teacher will grade your presentation based on historic accuracy, use of primary and secondary sources, use of visual aids, clear and concise speech, and length of presentation.
6. Make sure to refer to primary and secondary sources student handout B
7. Have fun and learn a lot! 😊

### Rubric “Progressive Era Leaders Project”

	Points earned	Points possible
1. Historic accuracy	_____	_____
2. Primary and secondary resources	_____	_____
3. Visual Aids	_____	_____
4. Clear and concise speech	_____	_____
5. Appropriate length	_____	_____
<b>Total</b>	_____	_____

## **Student handout B**

### **Description of Primary and Secondary sources**

Primary source: A primary source is a first hand account of an event. It involves an eyewitness of the event. Someone or something was there to document that the event took place.

Examples: Journal, autobiography, photograph, architecture, legal document, speech, news article, letters, people

Non examples: movies, books other than autobiographies, websites

Secondary Source: A secondary source is usually compiled by an expert who has become an expert on the topic on which the source is based. A secondary source is usually created by studying primary sources. Sometimes these types of sources can show bias or author's point of view.

Examples: Books, biographies, political cartoons, poems, song lyrics , magazine articles, websites, people

Non examples: a research paper that you wrote as an 6th grade student, a comment your teacher made in class about the subject, the story your grandmother says she heard from her uncle who heard it from his brother's girlfriend