

# **Progressive Era Presidents**

By Jennifer Germany, Bartow Middle School

## **I. Lesson Summary**

### **Summary**

This lesson is designed to introduce students to the Presidents of the Progressive Era. The lesson should be taught after the Progressive Era lesson (Chapter 20, pages 604-633, in the *Call to Freedom* textbook published by Holt, Rinehart, and Winston) so students will have an understanding of the time period. Students will conduct research on the presidents and then work cooperatively to build a presentation on their assigned president. A final assessment will require students to make a judgment as to the effectiveness of the Progressive Era Presidents.

### **Objectives**

As a result of this lesson, students will be able to:

- 1.) Identify presidents of the Progressive Era;
- 2.) Conduct research on an historical figure;
- 3.) Cooperatively build a finished product;
- 4.) Assess the effectiveness of the presidents.

### **Sunshine State Standards**

SS.C.1.4.4, SS.D.2.4.3

\*Curriculum Map Topic: Post-Civil War Growth and Change: Progressive Movement

### **U.S. History Event/Time Period**

This lesson will strengthen knowledge of the Progressive Era in American history (late 19<sup>th</sup> century, early 20<sup>th</sup> century).

### **Level**

This lesson has been developed for the middle school classroom.

### **Materials Needed**

-Internet access for students (*Call to Freedom* textbook can be found at [www.go.hrw.com](http://www.go.hrw.com))

-Student copies of:

- “Progressive Era Presidents Internet Survey”
- “Progressive Era Presidents Cooperative Project” directions
- Rubric

### **Lesson Time**

Five 42-45-minute periods

## II. Lesson Procedures

### Procedures

#### Day 1:

1. Distribute "Progressive Era Presidents Internet Survey"
2. Explain the directions and allow students to work.

#### Day 2:

3. Work to finish "Progressive Era Presidents Internet Survey"
4. Divide class into 4 groups and assign each group one of the presidents from the survey.  
**Special Note:** I like to reveal the groups' assigned president in a "secret-mission" style. I will place a picture of their president without the name inside a manila envelope. When the students open the envelope, they must then figure out whose picture they have.
5. Distribute "Group Project Directions"(or you can place these in the manila envelopes also if you do the secret mission reveal). Students begin working on presentations.

#### Day 3:

6. Continue working on presentations.

#### Day 4:

7. Complete finishing touches on presentation (about 10 minutes).
8. Begin Presentations.

#### Day 5:

9. Finish Presentations.
10. **\*Final Assessment\*:** Write one paragraph explaining which President was the most effective while in the Presidency.

### III. Activities

#### “Progressive Era Presidents” - Internet Survey

##### Progressive Era Presidents:

William McKinley

Theodore Roosevelt

William Taft

Woodrow Wilson

**Answer on your own paper each of the following questions about the four presidents listed above. Recommended Source: [www.millercenter.org](http://www.millercenter.org)**

1. When and where was he born?
2. What was his childhood like?
3. What was his profession before becoming president?
4. What was his wife's name?
5. How many children did he have?
6. What state did he live in as an adult?
7. When was he elected president?
8. Who was his vice-president?
9. What political party was he a member of?
10. List 3 major accomplishments of his presidency.
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11. What year was his term as president over?
12. What did he do after he was no longer president? Or did he die in office?
13. When, where, and how did he die?

## Progressive Era Presidents Cooperative Project

**Objective:** Explore the roles of the Presidents of the Progressive Era and evaluate the effectiveness of the Progressive Era Presidents.

**Method:** You will create a **PowerPoint, Movie, or Presentation Board** displaying a brief biography and the accomplishments of the group's assigned president.

### **Directions:**

1. Research your President using the internet, books, and the Progressive Era Presidents Survey.

Assign **each** group member a topic to research:

Childhood: \_\_\_\_\_

Adulthood before becoming President: \_\_\_\_\_

The Presidential Campaign: \_\_\_\_\_

Accomplishments as President: \_\_\_\_\_

Public Opinion of the President: \_\_\_\_\_

Life After the Presidency: \_\_\_\_\_

2. Presentation to class:

- **Each person** in the group **must** present **his/her** topic.
- Your presentation must be **clearly understood** by the class.
- Your presentation must be **well organized** in the order above.

### **Group Members:**

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**Due Date:** \_\_\_\_\_

**Our President:**

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## Progressive Era President Presentation Rubric

President: \_\_\_\_\_

Class Period: \_\_\_\_\_

Group Members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Group Rubric:**

Requirement:	Points Possible:	Points Earned:
Group Effort	10	
Organization of Presentation	10	
Flow of Presentation	10	

### **Individual Rubrics:**

Name: \_\_\_\_\_

Topic: Childhood

Requirement:	Points Possible:	Points Earned:
Organization of Material		
Facts relevant to topic		
Clear Presentation		

Name: \_\_\_\_\_

Topic: Adulthood before becoming President

Requirement:	Points Possible:	Points Earned:
Organization of Material		
Facts relevant to topic		
Clear Presentation		

Name: \_\_\_\_\_

Topic: The Presidential Campaign

Requirement:	Points Possible:	Points Earned:
Organization of Material		
Facts relevant to topic		
Clear Presentation		

Name: \_\_\_\_\_

Topic: Accomplishments as President

Requirement:	Points Possible:	Points Earned:
Organization of Material		
Facts relevant to topic		
Clear Presentation		

Name: \_\_\_\_\_

Topic: Public Opinion

Requirement:	Points Possible:	Points Earned:
Organization of Material		
Facts relevant to topic		
Clear Presentation		

Name: \_\_\_\_\_

Topic: Life After the Presidency

Requirement:	Points Possible:	Points Earned:
Organization of Material		
Facts relevant to topic		
Clear Presentation		

#### **IV. Assessment**

The assessment of this lesson is the finished product for each group.