

Teacher: Caroline Browne

**Lesson Objective:** Students will be able to use accountable talk and a variety of document analysis techniques to examine documents that depict the different social, economic, and political problems of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and the solutions that reformers tried to enact to address these issues. Students will have to evaluate the effectiveness of these reforms and as a group come to a consensus on whether or not they believe that the Progressives were successful.

**Vocabulary Words:**

reform, progressives, suffrage, poverty, slum, tenements, monopolies, trusts, immigration, corruption

**Development of Lesson:**

The purpose of this lesson is to try to get students to use many document analysis techniques and synthesize the information they have learned over the course of the unit. Students will be asked to complete a brainstorm activity for the do now activity. During the mini lesson the class will review an example of the types of documents/images they will be examining during the Table Twitter activity. During the guided practice students will review the Table Twitter. During the independent practice students will take their new technique and move it on to the next level during a modified gallery walk. Students will already be broken into groups with a marker and an image where students will use the picture analysis process and use the observation technique of table twitter to make observations, ask questions, and respond to the images/documents using the social media's "tweet" language.

**Essential Questions:** How did the progressive movement bring about social change?

**CCSS:** Identify, describe, and evaluate evidence about historical phenomenon from diverse sources (including written documents, works of art, photographs)

**Resources:** Smart Board, Markers, Chart paper, documents of problems and proposed solutions.

**Student Learning Goals**

**Content Goals:** Students will be able to examine and evaluate different reforms of the Progressive Era.

**Skills Goals:** Students will also be able to use accountable talk strategies to discuss with one another the different social problems and their proposed solutions.

**Focus:** The Progressive Era address political, social, and economic problems with varying levels of success.

**Do Now:** Students will be asked to complete a brainstorm activity which is intended to activate student's prior knowledge of Progressive Era problems and possible solutions. As a guide the teacher will leave an example up on the brainstorm of a problem and solution. Students will have about 5 minutes to copy the focus and complete the do now.

**Mini Lesson:** Students will share out the answers to their do now. The teacher will then walk students through what exactly is “Table Twitter” and will go on to explain that it is a station activity in which groups will be presented with a problem of the progressive era and those solutions or changes presented by progressive reformers.

**Guided Practice:** As a model, the teacher will cast an example of a Progressive Era problem and the solution created by the reformers. The model will have sample “tweets” about the problem/solution and examples of questions or replies. It is during this portion of the lesson the teacher will address “tweet” requirements.

**Independent Practice:**

Students will break off into groups. At each group, you have chart paper, a marker, and documents with an image and a description of the problem and proposed solution by the progressives. With their group mates the students will examine each image and make an observation or question about that image. However, students are going to be challenged to make their comments and observations concise by using a technique called table twitter where students must keep their remarks to 140 characters. This technique allows students to ask questions and respond to one another without the fear of making a mistake or asking a question they may be afraid to answer. This technique is also good for differentiation for students who may struggle with written response and analysis tasks. Students will be given about 5-6minutes per image before they groups will be required to switch images. Students will be asked to do this about 5 times.

**Share/Assessment:**

Students will then be asked in their groups to come to a consensus on whether or not they believed the Progressive Era was a success and they need to be able to explain with evidenced based on their prior knowledge

**Homework:**

Students will be given a DBQ packet about the Progressive Era. Since the midterm is in two weeks, the teacher wants them to practice analyzing historical documents and responding to the those documents using evidence.