Teaching American History: Meeting the Standards
Lesson Plan Format

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Title of Lesson: The Emergence of Modern America

Amount of Time: Four 90 minute blocks

Lesson Objective: To show students how much the country and presidency grew from 1900-1920
Standards – 9-12

1. Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Adams) (H-1B-H8)
2. Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land conservation) (H-1B-H8)
3. Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, share-croppers, rise of labor unions) (H-1B-H9)
4. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
5. Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)
6. Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)

Essential Question: How did country and the presidency change and grow during the Progressive Era

Materials Required: Social Studies Teachers Guide to Statewide Assessment
Librarian
Textbook
Primary sources
Textbook
Teacher made test
C-Span.org
Encyclopedia Titanica
Official Party Views
Boondocks.net

Instructional Strategies Used: Cartoons, cooperative learning, Lecture, video.
Directions for Lesson:

Monday – The First Modern President

Vocabulary
The historical meaning of the following terms are important to understanding this lesson.

Bull Moose Party political party
convention primary
co-opt Progressive
Electoral college third party

Introduction to Theodore Roosevelt
Show students the following video clips that highlight the life and career of Theodore Roosevelt

1. Biographical vignette – American Presidents clip #1 (C-Span.org)
2. Graphic organizer featuring the public service career of Theodore Roosevelt and notable achievements that occurred in his lifetime
   American Presidents clip #1 (C-Span.org)

Discussion Questions
Use of these discussion questions will both assist in the “framing” the lesson for the students and spur interest in the topic(s)
1. Can a vote ever be “wasted,” if so how?
2. Many people complain that politicians make “empty promises,” and fail to back up their words with deeds. Do you agree? Explain

Tuesday – Political Cartoons related to the Meat Problem

1. The passage of the Pure Food and Drug Act (1906) demanded a President who was both a Progressive by nature and a master of the political process. Using the documents and your knowledge of U.S. history, trace the development and passage of this law, be sure to include how the President and the federal government changed in the process.

2. Draw your own political cartoon – Editorial cartoonists may employ a unique method when beginning to draw called S-O-S. Each one of their cartoons usually contains the following:
   S – Subject of the cartoon
   O – Their Opinion of the topic
   S - Use of Symbols

Now, view the political cartoons about the Meat Scandal. For practice
ideas, see if you can determine the S-O-S for these cartoons.

Assignment
Using what you have learned about S-O-S, and your knowledge of U.S. History, DRAW a political cartoon containing references to Teddy Roosevelt, the Pure Food and Drug Act and the Federal government. The final cartoon should be in black ink on white paper, 8 ½ x 11.

Wednesday – Titanic, the Senate hearings

1. News of the Titanic disaster shocked the world. Within days of the sinking U.S. Senators were demanding a hearing on the causes of the disaster. J. Bruce Ismay, several officers, crew and passengers testified. No individual is named as responsible.

2. Review testimony of the Titanic disaster. Newspaper accounts, magazine articles, political cartoons. View a video on the Titanic.

Assignment
Set up a mock trial. As a passenger you are suing for damages for the Loss of life of a loved one. Lost potential wages and pain and suffering. Jury verdict on possible award of damages.

Thursday – The 27 Articles of T.E. Lawrence

1. T.E. Lawrence more famously known as Lawrence of Arabia composed 27 Articles on the proper dealing with Arabs, essentially the do’s and don’ts of Foreign relations for British officers.

2. Have your students review these 27 articles on Western-Arab relations. Start a discussion on which ones students would think would be the most Useful to them. Make sure that your students understand that Lawrence only Tried to understand the Arabs as a means to an end.

3. Divide your students into groups of four, have them write their own set of articles for a stranger first coming to America, and to their neighborhood. What things do you think a stranger would need to know to survive in the U. S. Have the groups present their articles to the entire class.

Assessment:
1. Which of the following men developed 27 articles to help future British officers deal with Arabs:
   A. T. E. Lawrence
B. William Jennings Bryan
C. Bernard Montgomery
D. Theodore Roosevelt

2. Progressives, who were among the strongest critics of injustice in early twentieth-century America, received much of their inspiration from:
   A. the Democratic Party
   B. the Populist Party
   C. the Union Party
   D. the Republican Party

3. To regain the power that the people had lost to special interest groups, progressives advocated all of the following except:
   A. initiative
   B. recall
   C. referendum
   D. socialism

**Constructed Response Question**

A. State one reason why Theodore Roosevelt anointed Taft as his successor: __________________________

B. State one reason for the rift between Theodore Roosevelt and Taft: __________________________

C. State one reason why Theodore Roosevelt became a third party Candidate: __________________________

D. List two results from the election of 1912: __________________________

E. List two reasons for Theodore Roosevelt’s passage of the Pure Food and Drug Act: __________________________

F. List two results of the Senate Titanic Hearings: __________________________

**Enrichment Activity:** As a wrap up activity for students, in groups will create a Third party to address an issue of local school or community Concern. In development of this party the group must:

- Identify a relevant issue and create a “platform” to address the issue
- Create a party name and slogan
- Choose a famous person who they believe embodies their ideals

To complete this task, groups will present their ideas to the class by:

- Create a poster(s) to promote their idea
• Complete an essay detailing their party platform and how their party truly addresses a need in their school or community.