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2005

# Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 3: American History 1900-1910 Immigration and Urbanization

Dayton Public Schools

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## INTRODUCTORY LESSON
## *The Immigrant Experience: The Long, Long Journey* (1 day)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **People in Societies:**<br><br>**C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:**<br><br>**1. Explain the effects of immigration on society in the United States:**<br><br>**a. Housing patterns;**<br><br>**b. Political affiliation;** | **Core Activity**<br><br>Select a segment of five to ten minutes from the video below. Have students record five facts, concepts or names. Use this same segment to view at the end of the unit and have them identify them again to test for their learning. See Web site listed in the Additional Resources section of this unit for tips to view video.<br><br>Resource: video-<br>*The Immigrant Experience: The Long, Long Journey* (LCA 1973) A story told through the eyes of a young boy, Janek and his experience of Immigration to America. 30 minutes. DPS Media Services Department.<br><br>**Interdisciplinary Connections**<br><br>Language Arts | Immigration |

**Differentiated Learning**

*Enrichment Activity:*

- From 1890-1920, large numbers of immigrants settled in newly industrialized areas of American cities. In these densely populated urban areas, European Catholics, Protestants, and Jews, competed for low paying jobs and cramped housing. Inevitably, conflicts swelled and families often segregated themselves along religious, national, social, and political lines. Break the class into small groups and then have each group compile a list of problems that may have led to religious, social and political conflicts in urban areas during the mid 1890s. Each group should offer a brief summary explaining how those problems created conflict.

*Additional Instruction:*

- Between 1890 and 1920, millions of Irish, German, and English immigrants came to the Untied States. When these people arrived, they brought with them their names, cultures, traditions, and religions. Ask students to list some of the influences these three immigrant groups had on America, such as family names, occupations, food, music, religion, dance, art, and architecture. Write the names of these three immigrant groups on the board and compile a list based on student input.

**Additional Resources**

*Web Sites:*

- Ellis Island website
  http://www.historychannel.com/ellisisland/index2.html
  http://www.ellisisland.org

**Community Connections**

- Recent immigrants have stories to tell and you could arrange to invite someone to speak to the class about their experience.




## *Immigration to the United States* (2 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **Geography:**<br><br>**C. Analyze the patterns and processes of movement of people, products and ideas:**<br><br>**3. Analyze the geographic processes that contributed to changes in American society including:**<br><br>**a. Industrialization and post-industrialization;**<br>**b. Urbanization and suburbanization;**<br>**c. Immigration.** | **Core Activity**<br><br>This lesson examines the reasons and motives for immigration to the United States during the late 19th century and the early 20th century. Students will investigate and analyze the geographic factors that changed the face of society in America. In addition, the lesson and activities include factors related to the process of industrialization and urbanization.<br><br>Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_setD/G10C3_Immigration_to_the_United_States.pdf<br><br>**Interdisciplinary Connections**<br><br>Language Arts | assimilation, homogeneous, immigrant, standard of living |

**Differentiated Learning**

*Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*

- The Web site shares considerations for additional instruction.

**Informal Assessment**

Clearly marked assessment in the lesson.




## *Port of Entry: Immigration* (1 day)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **People in Societies:**<br><br>**C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:**<br><br>**5. Explain the effects of immigration on society in the United States:**<br><br>**a. Housing patterns;**<br>**b. Political affiliation;**<br>**c. Education system;**<br>**d. Language**<br>**e. Labor practices;**<br>**f. Religion** | **Core Activity**<br><br>Students assume the role of historical detectives and investigate photographs and eyewitness accounts of immigrant life in America.<br><br>Find the entire activity on the Web site: http://memory.loc.gov/ammem/ndlpedu/features/port/start.html<br><br>**Interdisciplinary Connections**<br><br>Language Arts<br><br>Art | immigration, Federal Writers' Project |

**Differentiated Learning**

*Enrichment Activity:*

- Ask students to imagine that they are Italian immigrants living in New York in 1890 who find out that their cousin Tony wants to come to the United States. Have each student write a letter to Tony helping him to prepare for the problems and opportunities he will encounter in the United States.
- Have students write a paragraph telling what one thing they would want to bring with them moving to a new country and why.
- Have students write a paragraph telling what would make them move to another country today?

*Additional Instruction:*

- Ask students to suggest reasons why most immigrants settled in major cities. Factory jobs could be found in cities.
- Have students make a T chart. The "T " should be A) Reasons for leaving home Country and B) Reasons for coming to America. Have students create a chart to help them understand why many immigrants wanted to leave their home country and come to the United States. (A: potato famine, lack of jobs, unfair laws, mistreatment, pogroms…B: many freedoms, democratic government, industrial expansion, jobs) (push and pull factors)
- Ask students to discuss the effects increased immigration had on American cities in the late 1800s. Be sure students discuss why immigrants moved to the cities and how the cities changed as a result of the immigration.

**Additional Resources**

*Web Sites:*

- Search the home page of the Library to learn about current exhibits, special programs, publications, and services.

- American Memory
  http://memory.loc.gov/ammem/

- The Library of Congress offers a gateway to many American history primary sources. For an annotated list of American Memory collections and the broad topics covered in each collection, click on BROWSE http://lcweb2.loc.gov/ammem/browse/ on the home page of American Memory Web site.




## *Coming to America: Immigration Builds a Nation* (3-6 days)




| Standard: Benchmark: Indicator | Suggested Activity/Lesson | Vocabulary |
|---|---|---|
| **People in Societies:**<br><br>**C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:**<br><br>**5. Explain the effects of immigration on society in the United States:**<br><br>**a. Housing patterns;**<br>**b. Political affiliation;**<br>**c. Education system;**<br>**d. Language;**<br>**f. Religion.** | **Core Activity**<br><br>Introduce your students to the two major waves of immigration that brought 34 million people to our nation's shores and spurred the greatest period of national change and growth. Students engage in a variety of activities on the immigration experience.<br><br>Find the entire lesson on the Web site: http://www.education-world.com/a_lesson/lesson204.shtml<br><br>**Interdisciplinary Connections**<br><br>Language Arts<br><br>Art<br><br>Math | immigrant, tenement, Ellis Island, Angel Island, pedigree |

**Differentiated Learning**

*Enrichment Activity:*

- Challenge students to research and show in the form of a line or bar graph the numbers and countries of origin of immigrants to the United States between 1880 -1900.
- Ask students to research some of the contributions immigrants made to American society and make poster board out of it. Have the students present their findings to the class.
- Have students investigate the Immigration Restriction League and prepare an oral report on their findings.

*Additional Instruction:*

- Organize students into groups of three. Ask groups to conduct a conversation among the following characters: a newly arrived immigrant who talks of his or her hope for the future, a settled immigrant who talks of his or her experiences in America, and a native born American who talks of how the new immigration will affect his or her life. Select groups to recreate their conversations for the class.
    - Discuss with students why new immigrants tended to live among people from their own countries.
    - Point out that many of them had not yet learned English, and wanted familiarity in a new land.
    - Explain to students that many immigrants in Northern cities worked for low wages in factories. Ask them:

How did immigrants affect the economic development and growth of the United States? (A: Since many immigrants worked for low wages, businesses were able to build more factories and produce more goods. This in turn helped the economy grow.)

- Discuss with students why Americans discriminated against immigrants in the past. Ask: why did some Americans not want immigrants to live in the United States? A: They were worried that the immigrants would take jobs ways from American workers that the immigrants would not understand a democracy, and lead to American's downfall.

**Informal Assessment**

Clearly marked assessment in the lesson.




## *Coming to America* (1 day)




| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**B. Explain the social, political and economic effects of industrialization:**<br><br>**1. Explain the effects of industrialization in the United States in the 19th century including:**<br><br>**b. Immigration and child labor and their impact on the labor force.**<br><br>**People in Societies:**<br><br>**C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices:**<br><br>**5. Explain the effects of immigration on society in the United States:**<br><br>**a. Housing patterns;**<br>**b. Political affiliation;**<br>**c. Education system;**<br>**d. Language;**<br>**e. Labor practices;**<br>**f. Religion.**<br><br>**Geography:**<br><br>**C. Analyze the patterns and processes of movement of people, products and ideas:**<br><br>**3. Analyze the geographic processes that contributed to changes in American society including:**<br><br>**c. Immigration.**<br><br>**Social Studies Skills and Methods:**<br><br>**A. Evaluate the reliability and credibility of sources:**<br><br>**1. Determine the credibility of sources by considering the following:**<br><br>**c. Recognition of stereotypes.**<br><br>**B. Use data and evidence to support or refute a thesis:** | **Core Activity**<br><br>Through lecture, primary source documents, media, and a simulation of the process at Ellis Island, students examine the feelings of exhilaration and fear faced by immigrants upon their arrival at Ellis Island. Students become knowledgeable about one's own family or a family of one's own choice that could have experienced processing at Ellis Island.<br><br>Find the entire lesson on the Web site:<br><br>http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/9lessonplan.pdf<br><br>**Interdisciplinary Connections**<br><br>Music<br><br>Language Arts | immigration, Ellis Island |

| | | |
|---|---|---|
| 3. **Analyze one or more issues and present a persuasive argument to defend a position.** | | |

**Differentiated Learning**

*Enrichment Activity:*

- The Web site makes suggestions for enrichment activities.

*Additional Instruction:*

- Copy the lyrics from *Coming to America* for each student. Have them underline ten words they feel describe the event. Ask them to draw a picture that conveys the same feeling as the song.

**Additional Resources**

*Audio:*

- *Coming to America,* Neil Diamond, (1980).

**Informal Assessment**

Clearly marked assessment in the lesson.




## *German Immigrants: Their Contributions to the Upper Midwest* (1-10 days)




| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **Geography:**<br><br>**C. Analyze the patterns and processes of movement of people, products and ideas.**<br><br>**3. Analyze the geographic processes that contributed to changes in American society including:**<br><br>**c. Immigration** | **Core Activity**<br><br>Why did Germans immigrate to the Upper Midwest in the late-nineteenth and early-twentieth century? What contributions did they make to the region's cultural heritage? Students use photographs and documents to answer these questions and others while strengthening their German language skills.<br><br>Find the entire lesson on the Web site: http://memory.loc.gov/ammem/ndlpedu/lessons/99/german/intro.html<br><br>**Interdisciplinary Connections**<br><br>Language Arts | immigrant, migrant, ethnicity, ethnic, artifact, primary resource |

**Differentiated Learning**

*Enrichment Activity:*

- Students may make a graph that illustrates immigration patterns and population shifts.
- Students may bring in a family heirloom for "show and tell" (with parental permission.)
- Research Germans in Dayton.

*Additional Instruction:*

- Point out how certain industries and labor were promoted by the immigrant experience. Illustrate contributions Germans made economically as well.

**Community Connections**

- Examine up-to-date statistics of immigration as it exists today in Dayton. http://www.censusscope.org

**Informal Assessment**

Group project with rubric in the lesson.




## *Thank you Mr. Edison: Electricity, Innovation, and Social Change* (1-5 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**B. Explain the social, political and economic effects of industrialization:**<br><br>**2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:**<br><br>**c. Standard of living.** | **Core Activity**<br><br>Using documents from the American Memory Project, plus supplementary material, students investigate electrification as both a technological and social process. A focus of the student's investigation is Thomas Edison, because, as historian Joseph Nye contends, "Electricity was the sign of Edison's genius, the wonder of the age, the hallmark of progress."<br><br>Find the entire lesson on the Web site: http://memory.loc.gov/ammem/ndlpedu/lessons/99/edison/intro.html<br><br>**Interdisciplinary Connections**<br><br>Language Arts<br><br>Music | electrification |

**Differentiated Learning**

*Enrichment Activity:*

- Read the Learning Page Learn More About It! Inventing Entertainment: The Edison Companies, http://memory.loc.gov/ammem/ndlpedu/collections/ed/edintro.html especially the search, listen, and view tips.

- As an introduction to the entire range of activities related to Edison and electrification and to get students thinking about the influence of electricity, consider some word games such as:

1. Give students a word scramble, e.g., NSIDEO, THLGI, HROHPNAOG.
2. Ask Students to brainstorm words or phrases based upon electricity that describe human behavior, feelings, emotions, or situations. Some examples are: *live wire, charges, dimwitted, bright, shocked, out like a light, plugged in* and *recharge your batteries.*
3. Words and phrases with a mechanical or electronic/computer focus: *screw, loose, zapped,* overloaded circuits.

*Additional Instruction:*

- National Archives -
  Analysis worksheets – Motion Pictures, sound recordings and written documents. (Of Edison's, from the lesson Web site above.)

  Motion picture -
  http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/movie.html

sound recording -
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/sound.html

written document -
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html

- 1. Ask students how the introduction of an electrical system might have changed life in a city neighborhood. Tell them to think about what life would have been life without electricity, then to address possible changes in business, home life, and entertainment.

  2. Have students identify with a group of people living in American in the late 1800s such as farmers of immigrants, and explain how electricity may have affected that group.

**Informal Assessment**

Clearly marked assessment in the lesson.




## *Housing the Great Migration*
## (5-7 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance:**<br><br>**9. Analyze the major political, economic ad social developments of the 1920s including:**<br><br>**c. African-American migrations from the South to the North;** | **Core Activity**<br><br>Students will explore some of the roots of, and responses to, racially based housing discrimination in the urban north, and propose ideas for remedying such discrimination.<br><br>Find the entire lesson on the Web site:<br>http://www.20thcenturyinteractive.org/images/guide/unit%203.pdf<br><br>Resource:<br>*20th Century Interactive CD ROM* available in the DPS Media Services Department<br><br>**Interdisciplinary Connections**<br><br>Language Arts | Great Migration, discrimination |

**Differentiated Learning**

*Enrichment Activity:*

- Art – Jacob Lawrence "The Great Migration".
- Ask students to examine this painting. Then, have them write a conversation that could have taken place among the people shown in the painting. Have students present their conversations to the class and explain what the painting illustrates in the story of the Great Migration.

*Additional Instruction:*

- Map skill – visually demonstrate movement. (P. 543 of *Build Our Nation*, Level 5, Volume 2 shows excellent example)
- Ask students what northern cities were destinations of many African Americans? And why do you think African Americans headed toward cities instead of seeking the countryside?
- Have students create a chart related to the Great Migration. Students should list all the reasons African Americans had for leaving the South during this period and the resulting effect.
- Reasons African Americans Migrated North: (rise of segregation in the South, loss of voting rights, lynching, KKK in the South…) and pull of jobs in cities.

**Additional Resources**

Recommended Resources:

- *Making the Second Ghetto in Cincinnati, ed.* Casey-Leininger, Charles F. (Avondale, 1925-70*)*, 1993.
- *Race and the City: Work, Community, and Protest in Cincinnati, 1820-1970 (Greater Cincinnati Bicentennial History)* ed. Henry Louis Taylor, Jr. (University of Illinois Press), 1993.

**Community Connections**

- Walking tour of the Oregon District.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.

## *Chicago's Black Metropolis: Understanding History Through a Historic Place* (1-5 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**B. Explain the social, political and economic effects of industrialization:**<br><br>**1. Explain the effects of industrialization in the United States in the 19th century including:**<br><br>**d. Urbanization;** | **Core Activity**<br><br>Students examine the history of this "city-within-a-city," a self-supporting African-American community that prospered from the late 19th century until the 1930s.<br><br>Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/53black/53black.htm<br><br>**Interdisciplinary Connections**<br><br>Language Arts | metropolis, Great Migration, |

**Differentiated Learning**

*Enrichment Activity:*

- The process outlined on the chart is the same used to identify and evaluate historic places in students' own communities. Ask each student to select a site, building, monument, or structure in their community that could be nominated for a local, state, or national register of historic places. Have them complete the "action" steps in the chart for that place and use the information to create a narrative similar to the reading. This information will be similar to the documentation needed for an actual nomination.
- Next discuss where appropriate maps might be located to place the site into a geographical as well as a historical context. Maps similar to United States Geological Survey quadrangles used for Map 2 are available for almost every place in the nation and for a variety of dates from the late 19th century to the present. Also consult Sanborn maps at http://sanborn.umi.com/. A Librarian can help students locate them. Extend the discussion to explore where other appropriate source documents for one particular site might be located.
- This activity could be extended to a large, cooperative project for a nomination to have the place listed in a local, state, or national register, or for a history fair, term paper, classroom display, or videotape. If so, explain the importance of consulting a history textbook or other reference materials to establish the pertinent historical themes, of organizing the story chronologically by using a time line, and of visiting the location in person, keeping notes of one's observations, ideas, and feelings.

*Additional Instruction:*

- A variety of dates, periods, and major events appear in the lesson. One way to put them together into a meaningful sequence is to use a time line. Have students construct a time line with a scale of dates down the center of the page. Ask them to select 10 significant events from the information in this lesson and write them to the left of the dates. Ask students to use the right-hand side of the time line to label historical periods, using their American history textbooks for reference. (For example, a student might use the following periods:

- Reconstruction, 1865-1877; Industrial Growth/Filded Age, 1873-1900, Imperial America, 1890-1904; Progressive Era, 1900-1920; World War I, 1914-1919; etc.)
- After students have completed their time lines, have them share their periodization schemes (time periods organized by themes) with each other. How similar or different are they from each other? How well do students think the story of Chicago's Black Metropolis fits into the themes that define these periods? Where do they overlap? How do they differ? Point out to students that a variety of periodization schemes and terms for identifying themes can be used to define the same series of events. These might be determined by someone's life story, a community's development, national events, or world affairs. With this in mind, ask students to create a periodization scheme specifically for the historical evolution of the Black Metropolis.

**Additional Resources**

*Web Sites:*

- The City of Chicago's Office of Tourism. http://egov.cityofchicago.org/city/webportal/portalEntityHomeAction.do?entityName=Tourism&entityNameEnmValue=41/

**Community Connections**

- Dunbar House, Oregon District, Kossuth Colony Dayton's city with a city http://www.daytonhistory.org/who_oldnorth.htm

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.




## *Eyes of the City (*1 day)




| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**B. Explain the social, political and economic effects of industrialization:**<br><br>**1. Explain the effects of industrialization in the Untied States in the 19th century including:**<br><br>**d. Urbanization;** | **Core Activity**<br><br>Students analyze images and take on the role of an art critic drafting an essay for a catalogue accompanying an exhibition, titled "Eyes of The City" that includes paintings and photographs from the early 1900s.<br><br>Find the entire lesson on the Web site: http://historymatters.gmu.edu/d/6644/<br><br>**Interdisciplinary Connections**<br><br>Language Arts<br><br>Art | Ashcan School of artists, settlement houses |

**Differentiated Learning**

*Enrichment Activity:*

- Have students read Carl Sandburg's poem, "Chicago," which can be found in *The Complete Poems of Carl Sandburg.* Have students use the poem as evidence when writing a short essay about why people were attracted to Chicago in the late 1880s.

- The problem of how to house people in cities is as old as American cities themselves. Have students work in groups to learn about and then report on the changing face of one American city over the course of time. Have each group choose one city that interests the members of the group or is near their homes. Challenge students to discover why the types of buildings changed over time—improved technology, better materials, increasing population, or architectural styles. Ask each group to prepare a time line that shows the changing cityscapes and to present it to the class.

*Additional Instruction:*

- Write the term "city life" on the board. Give students several minutes to free write positive and negative images and feelings that this phrase brings to mind.
- Have students share their images of city life and discuss the advantages and disadvantages of living in a city. What do they like and dislike about city life? Ask students to create a short list of the advantages and disadvantages.
- Ask students why people would want to move to the city during this time. Have a discussion about this. Begin telling them about settlement houses that were developed to help the poor.

**Additional Resources**

*Web Sites:*

- Metropolitan Lives – The Ashcan Art and Their New York
  http://americanart.si.edu/collections/exhibits/metlives/

- Smithsonian American Art Museum
  http://nmaa-ryder.si.edu/collections/exhibits/metlives/

- Read "Seeing Is Believing," a brief discussion of social documentary photography on the *Heaven Will Protect The Working Girl* Web site - http://web.gc.cuny.edu/ashp/heaven/fseeing.html

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.




## *To Boss or To Manage?*
## *Overview* (5-7 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**B. Explain the social, political and economic effects of industrialization:**<br><br>**4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:**<br><br>**a. Urban reforms;** | **Core Activity**<br><br>Students explore the historical roots of strong mayor versus a city manager municipal government system by investigating boss politics and Progressive reform efforts at the turn of the 20th century.<br><br>Find the entire lesson on the Web site: http://www.20thcenturyinteractive.org/webunit/<br><br>Resource:<br>*20th Century Interactive CD ROM* available in the DPS Media Services Department<br><br>**Interdisciplinary Connections**<br><br>Language Arts | bias, bossism, city manager system, critical thinking, democracy, graft, muckraker, political machine, primary source, Progressivism, secondary source |

**Differentiated Learning**

*Enrichment Activity:*

- Advanced students can make a PowerPoint presentation or summary of the lesson.

*Additional Instruction:*

- Time – 1900 to now (Use this Web site to create discussion or have students write ten facts they find from this site and then have the students work with a partner and compare their findings to discuss with the other students www.time.com/time/time100/timewarp/timewarp.html

**Additional Resources**

*Supplemental Texts:*

- Chambers, John Whiteclay. *The Tyranny of Change: America in the Progresive Era, 1890-1920*. New Brunswick, NJ: Rutgers University Press, 2000.
- Diner, Steven J. *A Very Different Age: Americans of the Progressive Era*. New York: Hill and Wang, 1998.
- Dingilian, Arlene. "The Political Education of a Saloonkeeper." *The Bulletin of the Cincinnati Historical Society* vol. 24 313-21, 1968.

- Gould, Lewis L. *America in the Progressive Era, 1890-1914*. New York: Longman, 2001.
- Kennedy, David M., ed. *Progressivism: The Critical Issues*. Boston: Little, Brown and Co, 1971. [See especially the chapter by Samuel B. Hays, "The Politics of Reform in Municipal Government in the Progressive Era."]
- Link, Arthur Stanley. *Progressivism*. Arlington Heights, IL: Harlan Davidson, Inc, 1983.
- Oates, Stephen B. *Portraits of America*. Vol. 1. 3rd ed. Boston: Houghton-Mifflin, 1987. [See especially the portrait of Jane Addams.]
- Plunkitt, George Washington. "Honest Graft and Dishonest Graft." *Writing New York: A Literary Anthology*. New York: Library of America, 1998, 347-49.
- Rightor, Chester E. *City Manager in Dayton*. New York: Macmillan, 1919.
- Royko, Mike. Boss: *Richard J. Daley of Chicago*. New York: Dutton, 1971.
- Schneider, Dorothy. *American Women in the Progressive Era, 1900-1920*. New York: Facts on File, 1993.
- Sealander, Judith. *Grand Plans: Business Progressivism and Social Change in Ohio's Miami Valley, 1890-1929*. Lexington, KY: The University Press of Kentucky, 1988. [See especially chapter 4.]
- Seasongood, Murray. "The Triumph of City Government." 1938 pamphlet, available in the Cincinnati Historical Society Library.
- Silberstein, Iola. *Cincinnati Then and Now*. Cincinnati: The League of Women Voters of the Cincinnati Area, 1982.
- Taft, Charles P. *City Management: The Cincinnati Experiment*. New York: Farrar & Rinehart, 1933.
- Tucker, L.L, ed. "The Life of the 'Boss of Cincinnati.'" *Bulletin of the Cincinnati Historical Society*. Vol. 26, 1968. 37-57.

*Video:*

- *The Progressive Movement*. Bala Cynwyd, PA: Schlessinger Video Productions, 1996. [35 min.] Explores the roots of Progressivism, including the city bosses and political reform. Available at University of Cincinnati Library.
- *The Progressives*. Del Mar, CA: CRM/McGraw-Hill Films, 1987. [26 min.] Traces the progressive movement from its beginning in 1890 through 1920. Available at Wright State, Miami, Ursuline libraries

*Web Sites:*

- Time Magazine has an online feature titled 1900 vs. Now www.time.com/time/time100/timewarp/timewarp.html that provides perspective into how much the world has changed in the last 100 years.
- Annenburg and CPB present Biography of America: A Vital Progressivism on the African-American perspective of the era of progressivism.

- America 1900 is a PBS documentary film and Web site that presents a comprehensive picture of what life was like in the United States at the turn of the century, offering compelling images, information, and documents about American life.

- 1912: Competing Visions of America focuses on speeches and the events surrounding the 1912 Presidential Campaign. The era is described as "a more contentious, combative, and violent political culture than today's voters could tolerate."

- The Progressive Era, as the period in history at the turn of the 20th century has come to be known, was a time of tremendous social, economic, and political changes. The times were, of course, reflected in Political Cartoons Illustrating Progressivism and the 1912 Election.

- Thomas Nast exposed the corruption of the political bossism of William Marcy Tweed and Tammany Hall in New York City.

- The Center for Voting and Democracy features information on the change in government, including an analysis of proportional representation.

- On the northern end of the state, during the same period our region was embroiled in political change, government there mirrored Cincinnati's situation with Boss Cox. See Political Bossism in Cleveland for details.

- History of the Charter Committee details a political party that was born out of a reform movement during the Boss Cox era. Murray Seasongood led the reform movement and the formation of the Charter Committee and served as mayor from 1926 to 1929.

- Now that the era of Boss Cox is no longer fresh in our minds, the City of Cincinnati has changed back to a strong mayor form of government. League of Women Voters features a great background sheet used in the election for a strong mayor form of government.

- In Dayton, government reform was spearheaded by John H. Patterson, who has been called the father of American salesmanship and America's first humanitarian industrial leader.

- What about the future? In October 2001, *The Dayton Daily News* presented a series of articles titled "Growing Together" that shows how these two metropolitan areas could blend into one powerhouse region - or could!

**Community Connections**

- Have an elected official come to your class to speak about Dayton's City Manager government system.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.




## *The Emerald Necklace: Boston's Green Connection* (3-5 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**B. Explain the social, political and economic effects of industrialization:**<br><br>**4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism an Progressivism with emphasis on:**<br><br>**b. Conservation;** | **Core Activity**<br><br>Students learn about Frederick Law Olmsted and his philosophy about parks and cities as well as city life during the Industrial Revolution.<br><br>Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/86bostonparks/86bostonparks.htm<br><br>**Interdisciplinary Connections**<br><br>Language Arts | landscape architect |

**Differentiated Learning**

*Enrichment Activity:*

Activity 1: Plan Your Own Park

- In preparation for this activity you will want to get not only a current street map of your area but also copies or scans of historical maps (from a local historical society), topographical maps, and zoning maps (from the city/county planning commission or survey office). Sanborn Fire Maps @ Wright State University Library, http://www.libraries.wright.edu/quicklinks/databases/ohiolinkdirect/sanborn/
- Ask students to look at the maps, comparing and contrasting the type of information each map contains.
- Direct students to locate existing parks and or park system sites on the maps.
- Divide students into groups of four or five and have them pretend that they represent a landscape architecture firm. Ask them to discuss possible locations and designs for a park, park system, or greenway, taking into account topography, developed areas, and zoning restrictions on their maps. Each group should select a final location and list in a written plan details about design elements, recreational features, and descriptive elements.
- Ask each group to present their proposal to the Parks Commission (the whole class) tracing out on the map where they have located their park, presenting its features, and making an argument for why their design should be implemented. When all the presentations are complete, ask the class, acting As the Parks Commission, to vote on which plan they will adopt.

Activity 2: Parks Brochure

- Divide the class into groups of four or five students who will form design teams to create a park brochure.

- Each team will be asked to create its own brochure, either of the park designed in Activity 1 or of a local park or park system, dividing work so that each student works on one or two parks or focuses on a specific aspect of the park (such as scenic features, environmental benefits, recreational opportunities).

- Team members should integrate their work into a final brochure. Students may create the brochure with drawings, clippings from existing pamphlets, photographs, or by integrating digital images. The brochure may be handmade or computer generated. Display brochures on bulletin board or send to local parks commission.

*Additional Instruction:*

- Students will learn about the Arnold Arboretum, which will in a sense, repeat the lesson on Frederic Olmsted above. There are activities and readings with questions found at this website: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/56arnold/56arnold.htm (Boston's Arboretum)

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.




## *Chicago's Columbus Park: The Prairie Idealized* (3-5 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| **History:**<br><br>**B. Explain the social, political and economic effects of industrialization:**<br><br>**4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism an Progressivism with emphasis on:**<br><br>**b. Conservation;** | **Core Activity**<br><br>Students learn about a famous landscape artist and his efforts to promote conservation and an appreciation for the native plant life of the United States.<br><br>Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/81columbus/81columbus.htm<br><br>**Interdisciplinary Connections**<br><br>Language Arts | eulogizing, prairie, native plants |

**Differentiated Learning**

*Enrichment Activity:*

Activity 1: Save that Site

- Ask students to research a historic or natural site, either in the community or beyond, which is endangered due to population pressures, pollution, development, etc.
- Students should share the information they have found about the site, what threatens it, and why it is worthy of being preserved in the form of a skit/play or masque (outdoor play).

Activity 2: Green Scene

- Based on what Jensen said about creating gardens appropriate to the state or region of the country, ask students to compile a list of native plants which could be used for landscaping in their community. If possible, the list might include photographs and information about whether the plant is annual or perennial, flowering, freeze and drought resistant, and what its mature size might be. Information may be collected with help from the county agricultural extension office, environmental affairs office, the local garden club, a nursery, or other botanical resources.
- As a class, drawing on the list, design a park or garden for your school or community using native plants and materials.
- Present the reasons why you think the project should be funded and implemented to the appropriate school, parks, town, or city officials.

*Additional Instruction:*

- Conservation of the land has always been an issue or problem. Learn about some of the practical problems of constructing roads in difficult terrain and about the added challenge of building in such a way as to enhance, rather than damage, fragile and beautiful places such as Glacier National Park. There are a variety of readings and activities found on this website that can be used to reteach the concept of conservation: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/95sunroad/95sunroad.htm

**Additional Resources**

*Web Sites:*

- City of Boston's – Parks Department
  http://www.cr.nps.gov/scripts/intercept.asp?http://www.cityofboston.gov/parks

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.