

TEACHER: Jennifer Allard, New Lebanon Teachers Association

LESSON TITLE: The Progressive Era: Muckrakers

GRADE: 8

SUBJECT: Social Studies - US History and Government

TIME FRAME: 3 Days

PLANNING AND PREPARATION:

- Rubrics
 - Paragraph Rubric
 - Thematic Essay Rubric
- Classroom Arrangement
 - Pairs
 - Groups of 4
- Prior Knowledge:
 - Early Social Movements during the Preindustrial Age: 1790-1860s
 - Social Studies Scope and Sequence, Grade 8, Unit III, The Progressive Movement 1900 - 1920: Efforts to Reform the New Society

This lesson fits into Unit VII- Industrial Society, taught during the fall of the 8th grade year

HOOK: Discussion - Why can't kids work in factories?

MATERIALS/EQUIPMENT NEEDED:

- Upton Sinclair *The Jungle* <http://www.gutenberg.org/ebooks/140>; http://www.online-literature.com/upton_sinclair/jungle/
- Rubric: Historical Paragraph
- Rubric: Thematic Essay
- Graphic Organizer: Key Terms of *The Jungle*
- Graphic Organizer: Government Actions
- LCD Projector or Interactive Whiteboard

LEARNING STANDARDS:

NYS Common Core Learning Standards in ELA and Literacy in History/Social Studies, Sciences, and the Technical Subjects:

- Reading for Information grade 8, Standard 4; Writing grade 8, Standard 4; Speaking and Listening grade 8, Standard 1.a

NYS Common Core Learning Standards in ELA and Literacy in History/Social Studies, Sciences, and the Technical Subjects:

- Reading for Literacy in History/Social Studies 6-8.1; Reading for Literacy in History/Social Studies 6-8.4; Writing for History/Social Studies 6-8.4; Writing for History/Social Studies.6-8.1

NYS Learning Standards for Intermediate Social Studies:

- Standard 1 History of the United States and New York; Key Idea 3 Performance Indicator 5; Key Idea 4, Performance Indicators 5 and 7
- Standard 4 Economics; Key Idea 1, Performance Indicator 7

National Council for the Social Studies Themes

- Individuals, Groups, and Institutions
- Civil Ideals and Practices

SHIFTS IN RELATION TO COMMON CORE LEARNING STANDARDS: This lesson incorporates all of the pedagogical shifts demanded by the Common Core State Standards.

- Balancing Information and Literary Text
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-based answers
- Writing from Sources
- Academic Vocabulary

CONTENT OBJECTIVES:

- Describe labor conditions that existed in factories in the late 1800's/early 1900's and their impact on various groups (e.g. meat packing industry).
- Explain how these labor conditions were a result of industrial growth.
- Explain the actions taken by one reformer (Upton Sinclair) to promote change.

ESSENTIAL QUESTION(S):

- Explain the impact of industrialization on American society and analyze the actions taken by citizens to bring about reform.

ACADEMIC VOCABULARY:

- Chameleon
- Hopper
- Adulterate
- Prestidigitator
- Menagerie
- Packingtown Swindles
- Packingtown Jest
- Pickle
- Borax
- Glycerin
- Home Consumption
- Consumption Germs
- Economy

DIFFERENTIATED INSTRUCTION:

- All materials can be posted electronically for students to access, manipulate, and print
- All materials can be adapted to meet the needs of students with various reading levels
Reading can be shortened, enlarged, chunked, etc.
- All scaffolding questions can be modified, questions can be added or deleted related to understanding of the text and vocabulary
- Primary/Secondary source documents needed for research can be pre-printed/selected and modified using the above suggestions
- All activities can be performed in a group setting or independently
- Assigned roles: Reader, Writer, Time Keeper, Leader, etc. to play to students strengths

SEQUENCE OF LESSON ACTIVITIES:

Day 1 (Shift: Staircase of Complexity; Academic Vocabulary)

1. In pairs, students will identify key terms (located in the margin space of the documents) that they will need to define using context clues from an excerpt of *The Jungle*. (5 minutes)
2. The whole class reads the excerpt from *The Jungle* (Doc 1). (10 minutes)
3. After the whole class reading, students working in pairs will identify key terms in the text by circling, highlighting, or underlining them. (5 mins)
4. In pairs, students will focus on a specific section(s) of text, read aloud, making sure they have circled, highlighted or underlined the key terms. (5 mins)
5. Using a graphic organizer (Doc 2), in small groups (4), students will record the term, the phrase it is used in, what they believe the meaning of the term is according to context clues, and then look up the definitions using a secondary source. (5- 10 mins)
6. Using the excerpt from *The Jungle* projected on an interactive white board, each group will report out locating their key terms, the phrase(s) the terms are used in, and their definitions, according to context clues and/or secondary source. (15 mins)
 - a. Groups who are not sharing information will add the key term information to their graphic organizer in step 6.
7. Graphic organizers will be turned in at the end of the class period.

Day 2 (Shift: Balancing Information and Literary Text; Text-based Answers)

1. In groups of four, students will be assigned one page of text from the previous day, along with the accompanying scaffold questions.
2. In small groups of four, students will read aloud their section of text and underline/highlight information in the text that would support answers to their questions. (10 mins)
3. In small groups of four, students will record their answer responses. (5 mins)
4. Using the excerpt from *The Jungle* projected on an interactive white board, each group will report out locating the information in the text that supports their answer responses and record the answer to their question(s). Student who are not presenting will record the information in the margin space of their document/and or check their answer responses. (15 mins)
5. Using their margin notes, students will independently write a paragraph explaining the impact industrialization had on workers and consumers in the late 1800's. (10 mins)

Day 3 (Shift: Staircase of Complexity; Writing from Sources)

1. Using the excerpt from *The Jungle*, students working in pairs will discuss how the working conditions in the meat packing industry threatened workers and consumers; and the actions taken by the government to protect them. (5 mins)
2. Using a graphic organizer (Doc 3), students working in pairs will list issues with working conditions and federal and/or state laws that were implemented to resolve the issues that have been identified from the reading. (5-8 mins)
3. Using a secondary source (dictionary, encyclopedia, textbook, etc.) students working in pairs will explain the state and/or federal laws that were implemented to resolve the issues that have been identified from the reading. (5-8 mins)
4. Using scaffolding documents, students will independently write several paragraphs explaining how the issues presented in *The Jungle* posed a threat to American Society and influenced actions to be taken by the state and federal government to protect Americans. (20 mins)

QUESTIONS:

PAGE 1 OF 3

- What are the effects of Upton Sinclair's book *The Jungle*?
- Explain the setting of *The Jungle*.
- What were the working conditions that existed in the factories? Use evidence from the text to support your response.
- Explain the jobs that were performed by workers in factories, use evidence from the text to support your response.
- Why does Sinclair compare workers to the ptarmigan and chameleon?

“The men and women who worked in this department were precisely the color of the ‘fresh country sausage’ they made”

- Using the above quote, how did factory conditions impact workers?

PAGE 2 OF 3

- Why does Sinclair compare the actions of the woman to the prestidigitator?
- What were the working conditions that existed in the factories? Use evidence from the text to support your response.
- Explain the jobs that were performed by workers in factories? Use evidence from the text to support your response.

“...she stayed right there—hour after hour, day after day, year after year, twisting sausage links and racing with death. It was piecework, and she was apt to have a family to keep alive; and stern and ruthless economic laws had arranged it that she could only do this by working just as she did...”

- Using the above quote, what motivated workers to continue working in factories?

PAGE 3 OF 3

- What were the working conditions that existed in the factories? Use evidence from the text to support your response.

- Explain the jobs that were performed by workers in factories? Use evidence from the text to support your response.
- What actions did factories take to make meat ready for "home consumption?"
- How did a "system of rigid economy" impact workers and consumers?
- Why did Sinclair compare Elzbieta's actions with that of "... the machine she tended..." Use evidence from the text to support your response.

ASSESSMENTS:

Formative Assessment

- Benchmark assignments collected at the end of each class period (can be modified based on student population and/or time constraints)
- Closure Activities
- Graphic Organizers
- Rubrics (for written paragraphs)

Summative Assessment

- Thematic Essay and Rubric addressing the following task: Explain how the issues presented in *The Jungle* posed a threat to American Society and influenced actions to be taken by the state and federal government to protect Americans.

REFLECTION:

- This lesson was developed as a piece of collaborative inquiry unit with English Language Arts, where students researched a reformer and compared the actions of reforms.
- This reading was selected because of its appeal to a middle school group and the rich text-based examples that will provide students with an opportunity to make connections between other content/curriculum.
- As a teacher it was difficult to develop text-dependent questions that were both rigorous and grade level appropriate.
- The questions were developed in order to scaffold student learning from identifying terms, to making inferences based on the text, and comparisons to other "background knowledge" that students have.
- It is important to recognize that the resource materials associated with this lesson can be adapted to meet the needs of your student population. However it is also important to keep in mind that any question that is developed needs to be dependent on the text.

Scaffolding Questions

What are the effects of Upton Sinclair's book *The Jungle*? (Introduction)

Explain the setting of *The Jungle* (Introduction)

What were the working conditions that existed in the factories use evidence from the text to support your response.

Explain the jobs that were performed by workers in factories, use evidence from the text to support your response.

Why does Sinclair compare workers to the ptarmigan and chameleon? (2)

"The men and women who worked in this department were precisely the color of the "fresh country sausage" they made"

Using the above quote, how did factory conditions impact workers?

Name: _____

Date: _____

In-Depth Resources: Unit 7

Chapter 22 Section 1 Roosevelt and Progressivism Literature Selection from *The Jungle* by Upton Sinclair

*When Upton Sinclair (1878-1968) wrote *The Jungle*, his descriptions of the meat-packing industry caught the public's attention. The book helped lead to the passage of the 1906 Pure Food and Drug Act. *The Jungle* tells the story of a Lithuanian immigrant, Jurgis Rudkus, and his family. They live in Chicago. This passage is about Jurgis's mother-in-law, Elzbieta. To help the family, she takes a job in a sausage factory.* (Introduction)

Elzbieta was used to working, but she found this change a hard one, for the reason that she had to stand motionless upon her feet from seven o'clock in the morning till half-past twelve, and again from one till half-past five. For the first few days it seemed to her that she could not stand it—she suffered almost as much as Jurgis had from the fertilizer, and would come out at sundown with her head fairly reeling. (1)

Besides this, she was working in one of the dark holes, by electric light, and the damp-ness, too, was deadly—there were always puddles of water on the floor, and a sickening odor of moist flesh in the room. The people who worked here followed the ancient custom of nature, whereby the ptarmigan¹ is the color of dead leaves in the fall and of snow in the winter, and the chameleon², who is black when he lies upon a stump and turns green when he moves to a leaf. The men and women who worked in this department were precisely the color of the "fresh country sausage" they made. (2)

The sausage room was an interesting place to visit, for two or three minutes, and provided that you did not look at the people; the machines were perhaps the most wonderful things in the entire plant. Presumably sausages were once chopped and stuffed by hand, and if so it would be interesting to know how many workers had been displaced by these inventions. (3)

On one side of the room were the hoppers,³ into which men shoveled loads of meat and wheelbarrows full of spices; in these great bowls were whirling knives that made two thousand revolutions a minute, and when the meat was ground fine and adulterated⁴ with potato flour, and well mixed with water, it was forced to the stuffing machines on the other side of the room. The latter were tended by women; there was a sort of spout, like the nozzle of a hose, and one of the women would take a long string of "casing" and put the end over the nozzle and then work the whole thing on, as one works on the finger of a tight glove. This string would be twenty or thirty feet long, but the woman would have it all on in a jiffy; and when she had several on, she would press a lever, and a stream of sausage meat would be shot out, taking the casing with it as it came. Thus one might stand and see appear, miraculously born from the machine, a wriggling snake of sausage of incredible length. (4)

-
1. **ptarmigan** (TAHR•mih•guh): Arctic bird that changes color with the seasons.
 2. **chameleon** (kuh•MEEL•ee•uhn): a lizard that changes color to match its surroundings.
 3. **hoppers**: tanks or containers, often funnel-shaped, from which the contents can be emptied into other containers.
 4. **adulterated** (uh•DUHL•tur•ayt•ihd): made impure by adding substances.

Scaffolding Questions

Why does Sinclair compare the actions of the woman to the prestidigitator? (5)

What were the working conditions that existed in the factories? Use evidence from the text to support your response.

Explain the jobs that were performed by workers in factories? Use evidence from the text to support your response.

“...she stayed right there—hour after hour, day after day, year after year, twisting sausage links and racing with death. It was piecework, and she was apt to have a family to keep alive; and stern and ruthless economic laws had arranged it that she could only do this by working just as she did...”(6)

Using the above quote, what motivated workers to continue working in factories?

Copyright © McDougal Littell Inc.

From The Jungle continued

In front was a big pan which caught these creatures, and two more women who seized them as fast as they appeared and twisted them into links. This was for the uninitiated the most perplexing work of all; for all that the woman had to give was a single turn of the wrist; and in some way she contrived to give it so that instead of an endless chain of sausages, one after another, there grew under her hands a bunch of strings, all dangling from a single center. It was quite like the feat of a prestidigitator⁵—for the woman worked so fast that the eye could literally not follow her, and there was only a mist of motion, and tangle after tangle of sausages appearing. In the midst of the mist, however, the visitor would suddenly notice the tense set face, with the two wrinkles graven in the forehead, and the ghastly pallor of the cheeks; and then he would suddenly recollect that it was time he was going on. (5)

The woman did not go on; she stayed right there—hour after hour, day after day, year after year, twisting sausage links and racing with death. It was piecework, and she was apt to have a family to keep alive; and stern and ruthless economic laws had arranged it that she could only do this by working just as she did, with all her soul upon her work, and with never an instant for a glance at the well-dressed ladies and gentlemen who came to stare at her, as at some wild beast in a menagerie⁶. (6)

With one member trimming beef in a cannery, and another working in a sausage factory, the family had a first-hand knowledge of the great majority of Packingtown⁷ swindles. For it was the custom, as they found, whenever meat was so spoiled that it could not be used for anything else, either to can it or else to chop it up into sausage. With what had been told them by Jonas⁸, who had worked in the pickle rooms, they could now study the whole of the spoiled-meat industry on the inside, and read a new and grim meaning into that old Packingtown jest—that they use everything of the pig except the squeal. (7)

Jonas had told them how the meat that was taken out of pickle⁹ would often be found sour, and how they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant—a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor—a process known to the workers as “giving them thirty per cent.” (8)

-
- 5. **prestidigitator** (prehs•tuh•DIHJ•uh•tayt•ur): a magician or other performer who confuses onlookers with rapid, tricky hand movements.
 - 6. **menagerie** (muh•NAJ•ur•ee): an exhibition of wild or strange animals; a small zoo.
 - 7. **Packingtown**: the Chicago stockyards.
 - 8. **Jonas**: another member of the family.
 - 9. **out of pickle**: out of the salty water used to pickle the meat.

From The Jungle continued

Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as “Number Three Grade,” but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert in the hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade—there was only Number One Grade. The packers were always originating such schemes—they had what they called “boneless hams,” which were all the odds and ends of pork stuffed into casings; and “California hams,” which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy “skinned hams,” which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them—that is, until they had been cooked and chopped fine and labeled “head cheese!” (9)

It was only when the whole ham was spoiled that it came into the department of Elzbieta. Cut up by the two-thousand-revolutions-a-minute flyers, and mixed with half a ton of other meat, no odor that ever was in a ham could make any difference. There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white—it would be dosed with borax¹⁰ and glycerine,¹¹ and dumped into the hoppers, and made over again for home consumption.¹² There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs.¹³ There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. (10)

There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public’s breakfast. Some of it they would make into “smoked” sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it “special,” and for this they would charge two cents more a pound. (11)

Such were the new surroundings in which Elzbieta was placed, and such was the work she was compelled to do. It was stupefying, brutalizing work; it left her no time to think, no strength for anything. She was part of the machine she tended. . . (12)

10. **borax** (BAWR•aks): a white crystal salt used in soaps and antiseptics.

11. **glycerine** (GLIHS•ur•ihn): a syrupy liquid made from fats and oils and used as a food preservative; usually spelled glycerin.

12. **home consumption** (kuhn•SUHMP•shuhn): home use.

13. **consumption germs**: Here, consumption refers to tuberculosis, an often fatal disease that afflicted many early 20th-century immigrants.

RUBRIC: Reformers Project Paragraph

Category	3	2	1	0
Essential Question	<ul style="list-style-type: none"> Addresses each part of the essential question Uses relevant facts, examples and details to answer question 	<ul style="list-style-type: none"> Addresses one part of the essential question Uses relevant facts, examples and details to answer question 	<ul style="list-style-type: none"> Addresses one part of the essential question Uses few relevant facts or does not use relevant facts, examples and details to answer question 	<ul style="list-style-type: none"> Does not address the essential question Does not use relevant facts, examples, and details to answer question
Relevant Information	<ul style="list-style-type: none"> Identifies at least 3 relevant facts Explains relevant connections between historical ideas/events 	<ul style="list-style-type: none"> Identifies at least 2 relevant facts States relevant connections between historical ideas/events 	<ul style="list-style-type: none"> Identifies at least 1 relevant fact Makes few relevant connections or does not make relevant connections between historical ideas/events 	<ul style="list-style-type: none"> Identifies 0 relevant facts Does not identify connections between historical ideas/events
Organization	<ul style="list-style-type: none"> 6-10 Complete Sentences Organized paragraph with a topic sentence and concluding sentence 	<ul style="list-style-type: none"> 4-5 Complete Sentences Organized paragraph with a topic sentence with no concluding sentence 	<ul style="list-style-type: none"> 2-3 Complete Sentences Lacks Organization, is missing a topic and concluding sentence 	<ul style="list-style-type: none"> 1-0 Complete Sentences Lacks Organization, is missing a topic and concluding sentence.

Name: _____

Period: _____

Thematic Essay Rubric Grades 7-8

	0	1	2	3	4
Organization and Sequencing	1. Essay does not have an introduction, body paragraphs, or conclusion.	1. Is missing an introduction, and/or body paragraphs, and/or conclusion. 2. Information is not presented in logical order	1. Includes introduction, 2 body paragraphs, and conclusion. 2. Organization does not create a link between information and ideas.	1. Writes a complete introduction, 2 body paragraphs, and conclusion. 2. Organization of information and ideas is evident	1. Writes a thorough introduction, 2+ body paragraphs, and conclusion. 2. Information and ideas are linked through organization of the essay
Tasks	1. Essay does not answer both tasks	1. Minimal response to the tasks, or only one task addressed	1. Both tasks attempted but response is uneven or incomplete	1. Both tasks attempted with appropriate support for ideas	1. Answers both tasks thoroughly, providing multiple, relevant facts, examples and details for each.
Use of Outside Information	1. Does not have outside information 2. Information provided does not address the task	1. Uses 1-3 pieces of outside information 2. Lists outside information 3. Information may not be relevant to the task	1. Uses 4-6 pieces of outside information 2. Makes an attempt to connect the information to the task. 3. Some of the information is relevant to the task	1. Uses 7-10 pieces of outside information 2. States the relationship between the information using description to establish a relationship with the tasks 3. All of the information is relevant to the task	1. Uses 10+ pieces of outside information 2. Thoroughly explains the relationship between the outside information, and the task using analysis 3. All of the information is relevant to the task

Name: _____
Period: _____

WKS: _____

The Jungle

Directions: Using the excerpt from The Jungle, complete the graphic organizer below.

Term	Quote	Definition Using Context Clues
Ptarmigan		
Chameleon		
Hoppers		
Adulterated		
Prestidigitator		
Menagerie		
Packingtown Swindles		
Packingtown Jest		
Pickle		
Borax		
Glycerin		
Home Consumption		
Consumption Germs		
Economy		

