

Progressive Era Lesson Plan – High School

I. Overview of history of immigration in the late 19th and early 20th centuries

- Make special note of the Progressive Era, Jane Addams, and the rise of the Settlement House movement; connect Salem's Caroline Emmerton to this era

II. What is your essential question?

What were the stated and ideological purposes behind the Settlement House?

III. Who are your students?

- Grade 11
- Any class size (group large classes into small study groups)
- Time Frame: 2 - 3 class periods of approximately 50 minutes

IV. Why are you teaching this lesson?

- Connections to Massachusetts Curriculum Frameworks:

STRAND 1: Concepts and Skills

History and Geography

- Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (G) (H) (C) (E)
- Interpret the past within its own historical context rather than in terms of present day norms and values. (H) (C) (E)

STRAND 13: U.S History, II: Reconstruction to the Present, 1877-2000

Industrial America and Its Emerging Role in International Affairs, 1870-1920

- USI.3 Describe the causes of the immigration of Southern and Eastern Europeans, and Chinese, Korean, and Japanese to America in the late 19th and early 20th century, and describe the major roles of these immigrants in the industrialization of America. Seminal Primary Documents to Consider: Emma Lazarus, "The New Colossus" (1883), Younghill Kang, East Goes West (1937). (H)

The Age of Reform: Progressivism and the New Deal, 1900-1940

- USI.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. People: a. William

Jennings Bryan, President Theodore Roosevelt, President William H. Taft, President Woodrow Wilson, Upton Sinclair, Ida Tarbell, Jane Addams, Robert La Follette, John Dewey Policies: b. Bans against child labor; the initiative referendum, and recall; the Sherman Anti-Trust Act (1890); the Pure Food and Drug Act (1906); the Meat Packing Act (1906); the Federal Reserve Act (1913); the Clayton Anti-Trust Act (1914); and the ratification of the Nineteenth Amendment in 1920 (H) (E)

- What do you want students to know and be able to do? (measurable objectives)
 - Using primary source analysis skills, discuss what ideals and purposes were conveyed by each of the documents.
 - Debate whether “Lady Bountiful” is an abuse of charity
 - Understand and communicate how the Settlement House movement translated their ideals into practice

V. What are the learning activities that will build student understanding?

What materials, resources, and technology will you need?

- **Documents to be used:**

First Annual Report House of the Seven Gables Settlement Association. Salem, Massachusetts, 1910-1911, Phillips Library, Peabody Essex Museum, Salem, Massachusetts.

1908 Fundraising Letter. E S1-C9, 1908. Phillips Library, Peabody Essex Museum, Salem, Massachusetts.

Emmerton, Caroline. “The House of the Seven Gables as a Social Settlement.” “House History” folder, The House of the Seven Gables Archives. Salem, Massachusetts.

- **Materials:** Document Analysis Worksheets can be obtained from the National Archives at the following web address:
<http://www.archives.gov/education/lessons/worksheets/>.
For this lesson, use the “Written Document” worksheets.
- While analyzing primary sources, students should be put into study groups of no more than four. Because of the length of the annual report, a portion may be assigned for homework.
- Conclude with discussion of primary source analysis. Topics may include: What was the stated or inferred purpose of settlement house in each document? Highlight/Discuss any differences. Is “Lady Bountiful” an abuse of charity? How does Emmerton’s viewpoint add responsibility to the charitable giver or organization? Are there comparable organizations today that reflect Emmerton’s viewpoint? How was the Settlement House a preventative society? What types

of classes and activities were organized through the Settlement House? Which segments of the community were involved in these activities and classes?

VI. What will be your extension and enrichment activities?

Have students write a persuasive essay defending or opposing Emmerton's viewpoint of "Lady Bountiful." Students and teacher should establish criteria for the essay based on the classroom discussion of the documents.

Visit The House of the Seven Gables in Salem, MA.