Industrial Revolution ‖ Progressivism Socratic Seminar

## Goals & Objectives

Goal: Students will have an analytical understanding of the Progressive Movement in American society during the early 1900s.

Objective: Students will read and analyze primary resources relating to the changing scope of American citizenship and the American Dream in the early 1900s. The class will then use information from their reading and their prior knowledge to corroborate, debate, and discuss the readings in the form of a Socratic seminar.

## California State Content Standards

CA.HSS.11.2.9: Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

## Common Core Literacy Standards

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

## Driving Historical Question

### Explain the Progressive view of American Democracy at the beginning of the 1900s.

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 8 minutes**

Accessing Prior Knowledge: Students will be asked the question: “Using your prior knowledge of US history and the Industrial Revolution, explain how Progressives and businessmen viewed the income gap between Americas rich and its poor. What did they believe were the rights of the common citizen?”

After five minutes of writing time, the instructor will randomly call on students (via classroom deck of cards) to measure each student’s understanding of past lessons and to evaluate if the majority of the class completed the assigned homework readings.

### Vocabulary (Content Language Development) ‖ **Time: 5 minutes**

For the past two nights of homework, as a way to prepare for this day’s Socratic seminar, students were to have read Theodore Roosevelt’s *The Square Deal*, *The Man with the Muck Rake*, and Andrew Carnegie’s *Gospel of Wealth*. Before the Socratic seminar begins, the instructor will ask students about any inquiries they have about the assigned homework readings.

### Content Delivery (Method of Instruction) ‖ **Time: 5 minutes**

Socratic Seminar Introduction: The instructor will have students pair into groups of two. Before the formal Socratic seminar, student pairs will interact with each other to briefly discuss the two questions of the seminar:

1. Who should look after the poor in American society?

2. Should it be the responsibility of the rich or government to be responsible for the public’s welfare (i.e., being exploited by industry, living in cramped, unsanitary housing, etc.)? Use examples from your readings to explain your answer.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 30 minutes**

Socratic Seminar: The class will organize the classroom desks into two circles (one inner circle and one outer circle). The student in the outer circle will be grading their partner’s ability to look at the speaker, provide additional comments to a discussion, ask the speaker questions or respond to another point, and evaluate their ability to reference the text. Furthermore, the observer will also critique their partner’s mannerisms, including if they are rude to the current speaker by interrupting a discussion or engaging in side conversation.

The students will also be informed that when the instructor says “time,” the roles will be reversed; the speaker in the seminar will become the observer and, vice versa.

One student will be selected before the start of this activity to become “Socrates” and read the question to the current participants and respond to the discussion accordingly. Furthermore, it is also the role of “Socrates” to keep the discussion going when a lapse in responses might occur.

Each part of this seminar will last seven minutes and allow thirty seconds to two minutes for students to switch roles and, if necessary, briefly conclude their discussion when the classroom timer calls for the end of that segment of the seminar.

### Lesson Closure ‖ **Time: 5-7 minutes**

Exit Slip: At the end of the Socratic Seminar, students will return the classroom desks back to their original arrangement and have students return to their original seats. The instructor will then present the students with an exit slip that states:

“Using your understanding of the assigned readings and the discussion from the Socratic seminar, explain the significance of the Progressive movement in American society and identify how it is still relevant to contemporary American politics.”

### Assessments (Formative & Summative)

Formative (Informal): During the quickwrite, the instructor will note student understanding of the assigned homework readings.

Formative (Formal): During the Socratic seminar, the instructor will note how each student interacts in the discussion and how they integrate information from previous class discussions and the readings into their Socratic discussion.

Formative (Formal): The instructor will collect each student’s exit slip at the end of class to note student understanding of the readings discussed in the Socratic seminar.

Summative (Formal): Students will be tested on information from the readings that deal with Theodore Roosevelt’s and Andrew Carnegie’s interpretation of the American Deal and how the rich and government should respond to social injustice.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

During the Socratic seminar, English learners, striving readers, and students with special needs will be paired with advanced students. These advanced students will help them transition from the paired discussion to the Socratic seminar itself.

If available when the readings are assigned, English learners will be provided with the three reading assignments in their primary language.

### Resources (Books, Websites, Handouts, Materials)

[Andrew Carnegie’s Gospel of Wealth](http://www.swarthmore.edu/SocSci/rbannis1/AIH19th/Carnegie.html)

[Theodore Roosevelt’s Square Deal](http://www.theodore-roosevelt.com/images/research/speeches/trsquaredealspeech.pdf)

[Theodore Roosevelt’s Man with the Muck Rake](http://www.theodore-roosevelt.com/images/research/speeches/trmuckspeech.pdf)

Translated Readings (if available)

Socratic Seminar Rubric

