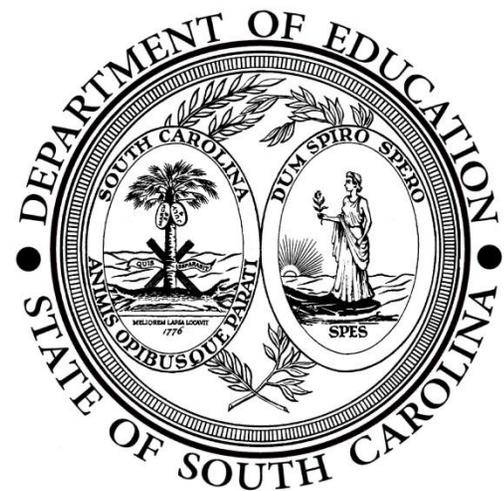


United States History & Constitution

Progressive Female Social Reformers

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



United States History and Constitution: Progressive Female Social Reformers
This unit focuses on the Progressive Movement and how it affected social and political reforms in America. Students will analyze the problematic conditions arising from the Industrial Revolution for immigrants in urban areas. In addition, students will explain how social reformers, like Jane Addams, worked to challenge traditional institutions and affect change to promote the needs and interests of society. Additionally, students will trace and describe continuity and change of social reformers like that of Mabel James Dickey. These thinking skills are in line with the Profile of the South Carolina Graduate. This lesson is designed to encompass one class block that is 80 minutes in length.
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u></p> <p>Standard USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.</p> <p>USHC-4.6 Compare the accomplishments and limitations of the women’s suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Jane Addams.</p> <p><u>Embedded:</u></p> <p>Standard USHC-8: The student will demonstrate an understanding of social, economic and political issues in contemporary America.</p> <p>USHC-8.2 Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.</p>
“I Can” Statements
<p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <p><i>Day 1: I can explain how Jane Addams created the Hull House in Chicago and relate its purpose for immigrants as a settlement house. (USHC-4.6)</i></p>
Essential Question(s)
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> • Why do social reformers get labeled as “progressives”?
Academic Vocabulary
Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to

deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Social Reform
- Urbanization
- Settlement House
- Progressive
- Medicaid

Prior Knowledge

Students were introduced to the effects of the Nineteenth Amendment in grade 5 (5-4.1). They studied the women’s suffrage movement as part of the Progressive Movement and compared support for women’s suffrage in South Carolina with support from other regions of the country in grade 8 (8-5.8). Students may have studied progressivism as a result of industrialization (5-3.4) and compared progressivism in South Carolina to the rest of the nation on issues including temperance, labor laws, education, agricultural, health, and government reform (8-5.8).

Subsequent Knowledge

In United States Government, students will learn about the role of American citizens in the political process (USG-4).

Potential Instructional Strategies

Day 1 “I Can” Statement: I can explain how Jane Addams created the Hull House in Chicago and relate its purpose for immigrants as a settlement house. (USHC-4.6)

Advised steps of instruction:

1. Discuss situations with students concerning urbanization and the plights of immigrants in major, large cities. Make sure to address why immigrants were coming to America in the late nineteenth century. Push and Pull factors concerning migration should be discussed as well as examples of both. Additionally, students will have had previous exposure to the progressive reform movements through previous classes on USHC-Standard 4.
 2. Use a medium appropriate for students to acquire information regarding the Progressive Movement in the United States. (USHC-4.6)
 3. Have students read the article about Jane Addams (<http://socialwelfare.library.vcu.edu/settlement-houses/addams-jane/>).

4. Have students discuss the life and accomplishments of Jane Addams. Additionally, have students look up the vocabulary words and their meanings as to how they relate with the article about Jane Addams in small groups. This dialogue should include how students interpret those definitions and what they mean to them personally as well as in the time period of the late 1800's. You should include the list of words and have them look up their meanings.
3. Next, bring out the 2018 calendar and give students access to the calendar website.
4. http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf
5. Have students discuss amongst themselves the life of Mabel James Dickey. Have them analyze how her life might be similar to Jane Addams. What did they both Jane Addams and Mabel James Dickey focus on in their lifetime? What were their personal goals? How could the two women show similar patterns of helping reform social injustices?

Potential Assessment Task

Day 1: *Students will get into small groups and relate the similarities between Jane Addams and Mabel James Dickey. Students will complete a diagram comparing and contrasting both women and their similarities. See rubric below. Students might also be encouraged to discuss a social issue in their community that could be addressed by someone with similar passions as Addams or Dickey.*

Resources

Social Welfare History Project (2011). Jane Addams (1860-1935). *Social Welfare History Project*.

Retrieved from <http://socialwelfare.library.vcu.edu/settlement-houses/addams-jane/>

South Carolina Department of Education. (2015). Profile of the South Carolina graduate. [PDF document].

Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document].

Retrieved from http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALEDAR_2018_web.pdf

South Carolina Department of Education. (2011). *South Carolina social studies academic standards* [PDF document]. Retrieved from

<http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

RUBRIC

4 3 2 1

Concept Arrangement	Each section of the diagram contains four facts easily identified.	Each section of the diagram contains three facts easily identified.	Each section of the diagram contains two facts that are somewhat identified.	Each section of the diagram contains very few facts that are not easily identified.
Primary Source Content	Student exhibits mastery of the material as evidenced by attention to detail.	Student illustrates a firmer understanding of most of the similarities and differences brainstormed.	Student displays a limited understanding with some details pertinent to the subject matter.	Student shows little or no understanding of topic. There are few details.
Linking Content together	Reflects factual information that corresponds with appropriate section of diagram.	Most of the information is factual and seemingly corresponds with appropriate section of diagram.	Reflects some factual information and attempts to put it in corresponding section of diagram.	Contains non factual information that does not correspond to the appropriate section of diagram

Grading Breakdown

11 (90%) – 12 (100%)=A

8 (80%) – 10 (89%) =B

6 (70%) – 7 (79%) =C

4 (65%) – 5 (69%) =D

0 (0%) – 3 (64%) =F