

Sample Social Studies Learning Plan

Big Idea/ Topic

The Progressive Era and the Empowerment of the Voter

Connecting Theme/Enduring Understanding:

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Essential Question:

How did the federal political reforms of the Progressive Era impact your voice in federal, state and local elections?

Standard Alignment

SSUSH13 – Evaluate efforts to reform American society and politics in the Progressive Era.

d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights

gained from specific details to an understanding of the text as a whole.

L11-12RHSS2 - 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.

L11-12RHSS4- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in

Federalist No. 10).

L11-12RHSS6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Information Processing Skills:

1 (Compare similarities and differences); 3 (Identify issues and/or problems and alternative solutions); 5 (Identify main idea, detail, sequence of events, and cause and effect in a social studies context); 6 (Identify and use primary and secondary sources); 11 (Draw conclusions and make generalizations); 17 (Interpret political cartoons)

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1:

Prior to the lesson, establish background knowledge related to the Progressive Era and the Seventeenth Amendment by having students read the attached article *Progressive Era Reform: The Seventeenth Amendment*. As students review this document have them close read looking specifically for information related to the need for reform and its impact on the voter. This can be done by either coding the text with R-information regarding “need for reform” and V-information related to “impact on the voter” OR with a graphic organizer (sample included). As a class, review responses from the graphic organizer or key takeaways from each paragraph of the reading.

Introduce the lesson by sharing the essential question, how did the federal political reforms of the Progressive Era impact your voice in federal, state and local elections? During class, continue establishing background knowledge related to the Seventeenth Amendment. You may do this by comparing and contrasting Article 1 Section 3 of the Constitution from 1787 to the 17th Amendment to the United States Constitution, 1913. Display the [presentation slides 1-4](#) on the whiteboard (digital or face to face) for the whole class and have students respond to the following analysis questions for each source and then culminating comparison: What do you see or notice, what do you know or think you know, and what do you wonder or curious about?

*Unplugged variation –

Provide printed copies of the article, and presentation slides (be sure to print the notes slide version so they will have the additional information for sources). Have students follow directions in the checklist.

Part 2: Discuss with students the characteristics of political cartoons using the political cartoon [analysis checklist](#) and/or provide students with this list of common political cartoon techniques provided by docsteach.org: (note: you may want to provide a cartoon with the examples below as a model. There is a good example in this lesson on [the Eve of WWII](#))

- **Personification:** A human form used to represent an idea or thing.
- **Symbol:** A visual element that stands for something else. Symbols are often objects meant to represent ideas.
- **Exaggeration:** A characteristic that is overstated or heightened.
- **Analogy:** A comparison of two otherwise unlike things based on the resemblance of a particular aspect. Analogies are often used to explain complex ideas.
- **Irony:** Expressing the opposite of what is expected, or depicting a situation to be a certain way on the surface, when it is very different from how things really are.

Next Have students independently analyze the political cartoons from [slides 5-7](#). Provide an opportunity for each cartoon to be analyzed individually following the same 3-question analysis practiced in Part 1. After each cartoon has been individually reviewed have students compare and

contrast the cartoons using the Venn diagram or ask them to create a double bubble thinking map. Students will then share their comparison with a partner and answer the text-dependent questions that correspond to the political cartoons.

The pair-share opportunity can be done via a google document or breakout rooms. Ask to students to compare their responses and add any new information contributed from their partner. If time permits, bring the whole class back together and have partners share out information not yet contributed by the previous group until all pairs have shared their observations, analysis and responses.

***Unplugged variation–** Provide printed copies of the political cartoon analysis checklist, the presentation slides (slide notes), and additional handouts. Have students record on each slide or in their journal what they see/notice what they know or think they know, and what they wonder or are curious about for each cartoon by annotating directly on the images.

Additionally, provide students with a copy of the sample political cartoon and analysis “on the Eve or WWII” as a model of analysis.

Part 3: To show what they have learned in the lesson students will:

- Complete the “Seventeenth Amendment Constructed Response Questions”
- Create a political cartoon that answers the essential question “How do the federal political reforms of the Progressive Era impact your voice in elections?”
 - Students can include a heading, caption, and/or brief description of their political cartoon if they wish. It might also be a good idea for students to write out an explanation of how their political cartoon directly connects to the source material they studied.
 - Students should be provided with a rubric for the political cartoon, categories could include: message, visual presentation/graphics, creativity, and lesson content.
 - Be clear in the rubric/instructions that they do not need to include all of the political cartoon techniques studied in this lesson.
 - Sample rubrics
 - Rubric [Sample 1](#)
 - Rubric [Sample 2](#)
 - Rubric [Sample 3](#)

***Unplugged variation –** Provide a printed copy of the questions, blank paper, and the rubric you choose for your students to answer.

Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: If students are able to complete the activities on their own, it would be best to let them do this independently.

- Allow students an opportunity to collaborate with a partner or small group whenever possible.
- Provide an opportunity to introduce the 3 analysis questions prior to the lesson and have the whole class participate in an analysis of a non-historical image.
- Model annotation and close reading with students so they may understand how to be active when reading.
- Consider alternate ways for students to answer the essential question: illustrated list, individual symbols with explanation, collage, etc.

Opportunities for Extension:

- Have students research early reform attempts from 1826 when direct election of senators was first proposed and why the attempts at this time didn't create change until 1913. Share slide 8 with students to support their exploration.
- Have students analyze how the Treason of the Senate by muckraker David Graham Phillips in Cosmopolitan impacted the passage of the Seventeenth Amendment.

Unplugged Supplies:

- Lesson checklist, [presentation slides](#), printed copies of the Progressive Era Reform: The Seventeenth Amendment Background Reading/Historical Context, The Progressive Era and the Empowerment of the Voter Graphic Organizer, Seventeenth Amendment Constructed Response Questions, Direct Election of Senators Political Cartoon Questions, notebook to document responses, writing utensils, highlighter or post-it notes to assist in annotation and analysis.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Lesson checklist, presentation slides, printed copies of the Progressive Era Reform: The Seventeenth Amendment Background Reading/Historical Context, The Progressive Era and the Empowerment of the Voter Graphic Organizer, Seventeenth Amendment Constructed Response Questions, Direct Election of Senators Political Cartoon Questions, notebook to document responses, writing utensils, highlighter or post-it notes to assist in annotation and analysis.

Optional materials to support learning not included: blank paper, interactive notebook or something to take notes on, blank drawing paper, writing utensils, highlighter or post-it notes to assist in annotation and analysis

The Progressive Era and the Empowerment of the Voter Checklist

SSUSH13 – Evaluate efforts to reform American society and politics in the Progressive Era.

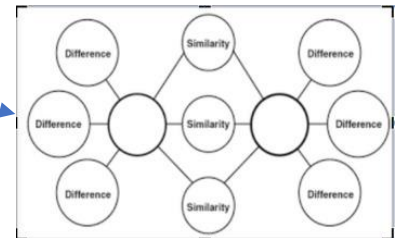
d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

Part 1:

- Read the Progressive Era Reform Article and code the text with
 - R-information regarding “need for reform”
 - V-information related to “impact on the voter”.
- Complete the questions in the “Progressive Era & the Empowerment of the Voter” handout.
- Look at each slide 1-4 separately. For each passage, write in your notes:
 - What do you see or notice?
 - What do you know or think you know?
 - What do you wonder or are curious about?

Part 2:

- Read the political cartoon analysis checklist
- Analyze the two political cartoons: What do you see or notice, what do you know or think you know, and what are you curious about? Record your thoughts on the slide or in your journal.
- Compare and contrast the political cartoons by creating a double bubble thinking map or by using the Venn diagram provided.



Double Bubble

Part 3:

- Answer the constructed response questions in a written paragraph for each question or in a live or recorded presentation.
- Create a political cartoon that answers the essential question “How do the federal political reforms of the Progressive Era impact your voice in elections?”
 - You may choose to include a heading, caption, and/or brief description of your political cartoon if you wish. It might also be a good idea to write out an explanation of how your political cartoon directly connects to the source material you studied.
 - Before you begin, take a look at the rubric for the political cartoon to make sure you include all of the necessary information.
 - You do NOT need to include all of the political cartoon techniques studied in this lesson.
 - It is a good idea to sketch out a draft first. This helps to make sure you have room for all of the images and text you want to include.

Progressive Era Reform: The Seventeenth Amendment

Historical Context - The Progressive movement that began in the late 1800s was an attempt to bring about governmental reforms and to correct injustices in American life. The Progressive Era saw reforms in U.S. citizens' democratic representation. Even at the state level, many states created laws that allowed for the people to directly vote on legislation, which gave greater citizen influence on the political process. The call for direct election of senators first arose in 1826 and continued for 86 years, gaining momentum after Oregon officially began selecting senators through a popular referendum in 1908. Congress finally approved a resolution for direct election of senators, and the states ratified it as the Seventeenth Amendment in 1913. This established the direct election of U.S. senators by the people/popular vote and was implemented nationwide with the election of 1914.

The election of U.S. Senators by state legislatures was essential to the original constitutional structure, and the adoption of this amendment dramatically changed this constitutional structure. Up to the adoption, senators to Congress were chosen by state legislatures, not the people.

The election of Senators by state legislatures was intended to further two of the essential functions of the original constitutional design, federalism and bicameralism. The most prominent function of the election of Senators by state legislatures was to promote federalism, both by providing the states with the ability to avoid being "swallowed up" by the federal government but also to serve as a "convenient link" between the two systems. The Framers' logic is compelling: By giving the state legislatures the ability to block federal laws that overreach, the Senate theoretically could preserve the power of the states against the national government.

The election of Senators by state legislatures was also essential to the design of bicameralism, i.e., dividing the legislature into two distinct bodies. The goal of bicameralism, along with the other elements of the separation of powers was to preserve individual liberty

and frustrate the ability of interest groups (or “factions”) to divert the power of the federal government to promote their private interests. This concern about liberty-encroaching and special interest-responding legislation was especially critical among the Framers of the Constitution, who believed that state legislatures under the Articles of Confederation were overly-prone to these vices. By requiring the “concurrence first of a majority of the people, and then of a majority of the States,” James Madison thought that bicameralism would provide greater protection against “improper acts of legislation” than a unicameral legislature or two houses drawn from similar constituencies.

The Seventeenth Amendment also radically changed the structure of bicameralism, by increasing the degree of similarity between the constituencies of the House and Senate. Although Senators are still elected in statewide elections with larger constituencies, both bodies represent the people directly, thus eliminating the check of requiring different constituencies to consent to any laws.

The Framers believed that the original Senate would be both a necessary and sufficient protection for the states against the federal government and an important check against interest groups. In this sense, the lasting testament of the original Senate is to identify the challenge of designing constitutional structures that can be sustained over the long run, especially in response to unanticipated events such as the rise of political parties and democratic forces.

About 16 states began using an increased citizen participation in voting through primary elections to reduce the power of bosses and machines. By 1910, 31 state legislatures had passed resolutions calling for a constitutional amendment allowing direct election, and in the same year, 10 Republican senators who were opposed to reform were forced out of their seats, acting as a wake-up call to the Senate. The election of Senators through state legislatures was seen as out of step with the American people and, as Populists argued were, “too far removed from the people, beyond their reach, and with no special interest in their

welfare.” The Seventeenth Amendment would intend to reduce the power of political bosses who controlled the Senate seats by virtue of their control of state legislatures.

Three other reforms during the Progressive Era made the American political system more democratic: initiative, the referendum, and the recall. The initiative and the referendum give citizens some control over lawmaking and a recall allows voters to remove elected officials from office.

Initiative – voters use a petition to “initiate” laws they want to see passed. When there are enough voters sign this petition, the state legislature must either pass the law or have a special election permitting the people to vote on it.

Referendum – a direct vote where citizens are asked to vote on a particular proposal by “referring” their thoughts on initiatives through a vote. This “referring” through the referendum means citizens have the power to vote on issues they deem important and can even amend state constitutions.

Recall – a procedure where voters can remove an elected official from office through a direct vote before his or her term is over. When enough people sign a petition to remove the official by placing their name on ballot, citizens vote to keep or remove the official in question.

Article 1, Section 3.

The Senate of the United States shall be composed of two Senators from each state, [chosen by the Legislature thereof,]² for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one-third may be chosen every second Year; [and if Vacancies happen by Resignation, or otherwise,

during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.]³

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two-thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

²Modified by Amendment XVII.

³Modified by Amendment XVII.

The Seventeenth Amendment (1913)

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

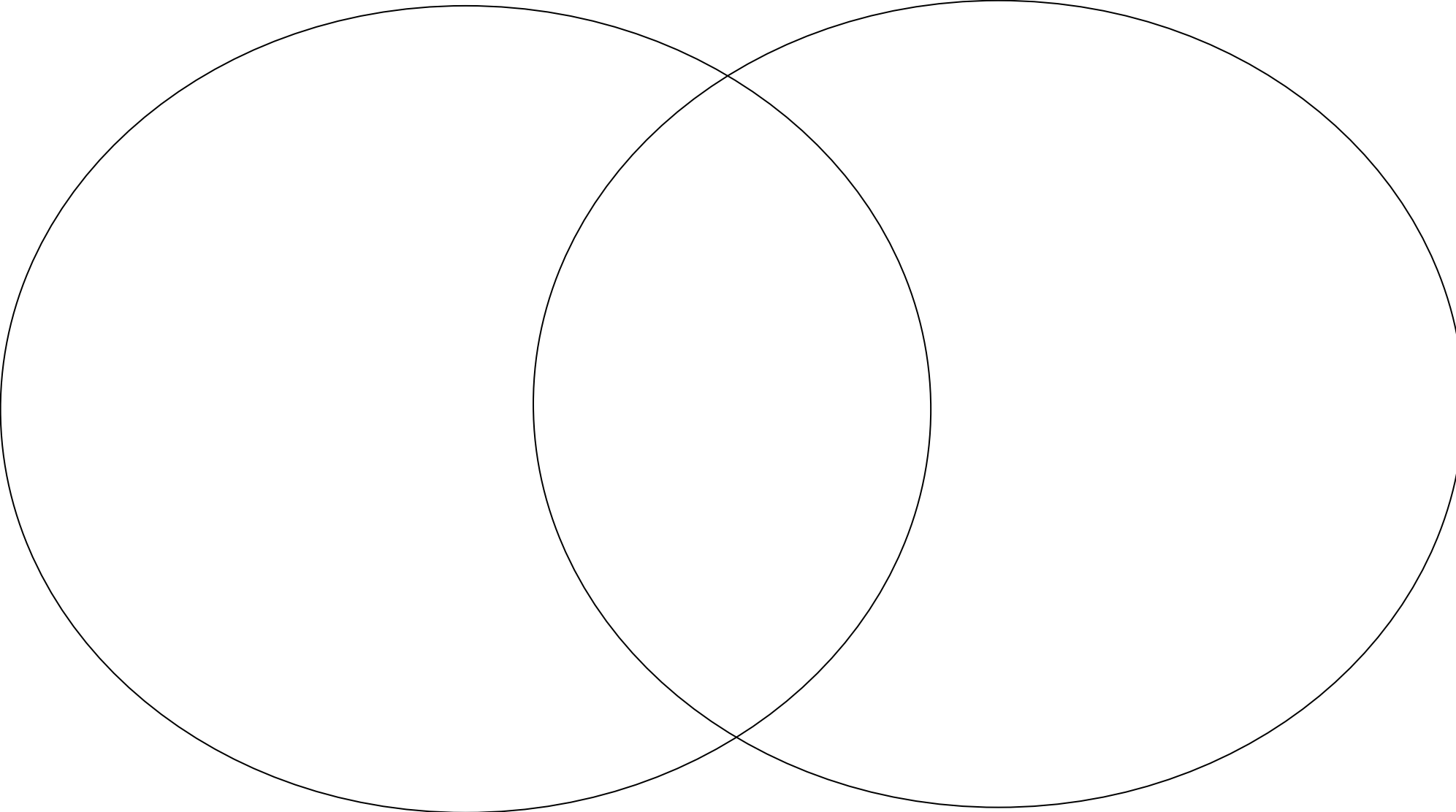
Adapted from,

"Interpretation: The Seventeenth Amendment | The National Constitution Center" [constitutioncenter.org](https://www.constitutioncenter.org), 2021
"The Annenberg Guide to the United States Constitution" [annenbergclassroom.org](https://www.annenbergclassroom.org), 2021

The Progressive Era and the Empowerment of the Voter

What does Article 1 Section 3 of the Constitution (1787) say about the election of Senators?	
What (2) functions of the original constitutional design did the election of Senators by state legislatures support?	
What does the direct election of Senators mean?	
When did the call for direct election of senators first begin?	
How does the 1912 cartoon by Guy R. Spencer highlight the proposal to approve a resolution for a constitutional amendment surrounding direct election of Senators? (slide 8)	
Why did The Progressive movement attempt to bring about governmental reforms?	
How does Joseph Keppler, Jr.'s cartoon, "The Making of a Senator," in 1905 represent the Progressive movement?	
How does the Senatorial Deadlocks, cartoon by Clifford Berryman, from 1911 support the call for direct election of senators?	
How did the Seventeenth Amendment, 1913 impact the election of Senators?	
How do initiatives, referendums and recalls support political reforms of the Progressive Era?	

Compare and contrast the political cartoons.



Direct Election of Senators Political Cartoon Questions

Directions: Analyze the images and answer the questions.

1. The framers of the Constitution, believing that senators could act more independently if not popularly elected, made state legislatures responsible for choosing U.S. senators. Find evidence from both images to support the unintended consequences of this belief.
2. What do the cartoons tell us about the desires of Progressives to attack political machines and the influence of big business in government? Support your answer with references to the images.
3. Based on the efforts to reform American politics in the Progressive Era, do you think it is fair to claim the cartoonists believed that American politics needed to be changed? Use the details in the cartoons to support this claim.
4. The Progressive Movement also planned to create new political procedures that would enable greater political participation.

Seventeenth Amendment Constructed Response Questions

Directions: Using information from the readings and your notes, answer the following in a short constructed response:

1. What problem was the 17th Amendment designed to address?
2. Using the quotes below as evidence, how did the 17th Amendment make the selection of United States senators more democratic?

The Senate of the United States shall be composed of two senators from each state, chosen by the legislature thereof, for six years; and each senator shall have one vote.
— United States Constitution (1787)

The Senate of the United States shall be composed of two senators from each state, elected by the people thereof, for six years; and each senator shall have one vote.
— 17th Amendment to the United States Constitution (1913)

3. According to James Madison, giving state legislatures the power to choose Senators provided a “double advantage,” both “favoring a select appointment, and of giving to the State governments...agency in the formation of the federal government...” The Federalist No. 62. George Mason argued that state legislative selection gave states the power of self-defense against the federal government. Using the information from the reading whose argument presents a stronger case for the state legislative appointment in the 1787 adoption of Article I Section 3 of the U.S. Constitution, as written by the framers: The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote. Use the text and other resources to support your justification.

4. Do you think the desires of Progressives to attack political machines and the influence of big business in government dissipated with the passage of direct elections? Why or why not? Justify your reasoning with evidence from class.

Essential question: How did the federal political reforms of the Progressive Era impact your voice in federal, state and local elections?

Rubric for Creating your Political Cartoon

Grading Criteria	Excellent	Acceptable	Minimal
Message as it relates to the EQ	Key issue and cartoonist's position are clearly identifiable	Key issue and cartoonist's position are identifiable.	Key issue is identifiable; cartoonist's position may be unclear.
Visual Presentation/Creativity	Cartoon is neat and clean; creative graphics are used exceptionally well; captions are readable.	Cartoon is neat and clean; creative graphics are used; captions are readable.	Cartoon is somewhat neat; creative graphics are used; captions are included.
Content	Cartoon clearly conveys an understanding of the issue; excellent use of appropriate technique (personification, symbolism, exaggeration, analogy, or irony); title is clear, relevant to topic.	Cartoon conveys understanding of the issue; uses appropriate technique (personification, symbolism, exaggeration, analogy, or irony); title is relevant to topic.	Cartoon conveys a limited understanding of the issue; attempts at technique (personification, symbolism, exaggeration, analogy, or irony); title is unclear or irrelevant to topic.