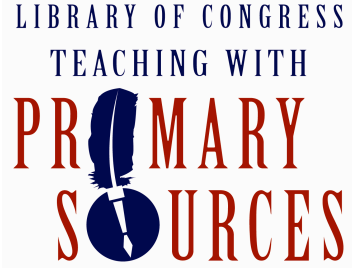

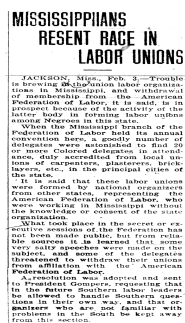
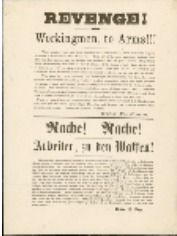

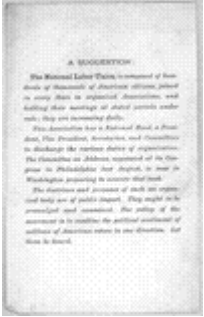


Annotated Resource Set (ARS)

Content Theme:	Progressives and the Political Machines	
Developed by:	Debbie Cline	
Contextual Paragraph for Resource Set: This is a resource set that addresses the third standard of the 11 th grade U.S. History II, Utah state core curriculum. The lessons are specific to the first objective and indicator (b) Analyze the growth and influence of political machines; e.g., muckrakers, Progressives. The primary sources in this set will lead students to understand the need for the Progressive movement in the United States.		

Resource Set

Federation of Labor	African Americans and Unions	Haymarket Strike	Clothing Worker Strike	Why Unions are organized
 <p>Click on picture to see information</p>				
<p>http://memory.loc.gov/cgi-bin/query/D?rbpebib:12./temp/~ammem_uh5: :@@@mdb=mcc,gottsc ho,detr,nfor,wpa,aap,c war,bbpix,cowellbib,cal bkbib,consrvbib,bdsbib, dag,fsaall,gmd,pan,vv,pr esp,varstg,suffrg,nawbib ,horyd,wtc,toddib,mg w,ncr,ngp,musdibib,hla w,papr,lhbumbib,rbpebi b,lbcoll,alad,hh,aodyss ey,magbell,bbc,dcm,rael bib,runyon,dukesm,lom axbib,mtj,gottlieb,aep,ql</p>	<p>http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=9087</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/haybib:@field(NUMBER+@band(ichihay+x006))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/haybib:@field(NUMBER+@band(ichihay+v37))</p>	<p>http://memory.loc.gov/ammem/rbpehtml/pehorme.html</p> <p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@OR(@field(AUTHOR+@3(National+labor+union++))+@field(OT HER+@3(National+labor+union++)))</p>

t,coolbib,fpnas,aasm,den,relpet,amss,aaeo,mff,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhbcbib,eea,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fm uever,cdn,upboverbib,mussm,cic,afcpearl,awh,awhbib,sgp,wright,lhbtnbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto,scsmbib,afc calbib				
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Notes/Comments: To go directly to the primary source, click Ctrl + click on the image, from there you may go to the bibliographic information and explore further. If you click on the links will lead you to other sites to search for images and sources. These are just a few images that give students information about the formation and purpose of labor unions and their influence on growth and industry in the U.S. The last link in the annotation is an additional lesson plan link to National Archives.

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11th	Social Studies	Standard 3: Students will recognize how social reform occurred at the turn of the century.	<p>How did turn of the century movements attempt to reform politics, economics and society?</p> <p>How did labor union leadership transform politics, economics and society?</p>	How did political machines and movements influence growth in America?	<p>-Have students read about Boss Tweed and Tammany Hall in their textbooks to gain back ground information.</p> <p>-Read a excerpt from Upton Sinclair's book "The Jungle". To give students a view of problems at the workplace</p> <p>-Place students in groups and give each group one of the sources to analyze using one of the analysis tools from NARA.</p>	Have students use the information from the primary sources and background information to construct a poster advertising the goals of labor unions and reform in the U.S. at the turn of the century. Have each group present their poster to the class.	<p>www.loc.gov</p> <p>www.nara.gov</p> <p>http://www.readingquest.org/</p> <p>http://www.archives.gov/education/lessons/lection-cartoons/</p> <p>http://www.chicagohistory.org/dramas</p>

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1" data-bbox="489 131 1371 315"> <tr> <td data-bbox="489 131 726 315"> <input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum </td> <td data-bbox="726 131 1003 315"> <input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report </td> <td data-bbox="1003 131 1371 315"> <input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other
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2.	<p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="1" data-bbox="489 354 1169 537"> <tr> <td data-bbox="489 354 825 537"> <input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals </td> <td data-bbox="825 354 1169 537"> <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other </td> </tr> </table>	<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other	
<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other			
3.	<p>DATE(S) OF DOCUMENT:</p> <hr/>			
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <hr/> <p>POSITION (TITLE):</p> <hr/>			
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <hr/>			
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <hr/> <hr/> <hr/> <p>B. Why do you think this document was written?</p> <hr/> <hr/> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <hr/> <hr/> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <hr/> <hr/> <p>E. Write a question to the author that is left unanswered by the document:</p> <hr/> <hr/>			

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

