

THE PROGRESSIVE ERA

Lesson Plans

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Lesson 1: THE PROGRESSIVES

OVERVIEW

This lesson establishes the background information for the Progressive Era Unit. Students will be able to define Progressivism and link it to past and present social issues.

SOCIAL STUDIES STANDARDS

Students know the general chronological order of people and events in history (Benchmark 1.1).

GRADE LEVEL

Grades 8-12

TIME

Up to two class periods

MATERIALS

Lecture notes

Outline

OBJECTIVES

Students will be able to:

1. Define Progressivism
2. Identify past and current social problems, and the relationship (if any) between them
3. Discover methods that people use to solve social problems

TEACHING THE LESSON

1. Ask students what they think progressive means (look at base root of word: progress. Students will formulate answers including: to get better, to make easier, to fix, etc) Progressivism means to progress in society; to make better. This era in United States history is a time to fix society; to progress.
2. Ask students what problems did society have in the early 20th century? Answers will vary: garbage, education, corruption in government, labor problems, economics, jobs, overcrowding, immigration, etc. Make a list of these suggested problems on the board.

3. Now ask students what problems society has today. Answers will vary: education, taxes, crime, drugs, guns/violence, immigration, etc. Compare the two lists. Several answers will be the same.
4. Ask students about the ways in which people try to solve the problems. Answers will vary: pass new laws, grass roots organizing, individual initiative, strikes, protests, etc.
5. Distribute the outline to the students. Following the outline, lecture about the ideas of progressivism, the muckrakers, reforming society through the government, social and economic reform, and unions.
6. This information gives the students background information for the Progressive Unit.

EVALUATION

Collect student notes and check to see if he/she followed the lecture.

Lesson 2 **LABOR UNIONS IN THE UNITED STATES**

OVERVIEW

This lesson will give students background information about the formation of labor unions in the United States. Two issues will be addressed in this lesson: (1) why labor unions were formed, and (2) what businesses did in response.

SOCIAL STUDIES STANDARDS

Students will be able to give examples of how philosophical beliefs (e.g., about justice and injustice) have defined standards of behavior (Benchmark 6.2).

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Lecture notes

OBJECTIVES

Students will be able to:

1. Understand how philosophical beliefs influence people's actions
2. Explain the growth of labor unions in the United States
3. Explain anti-union feelings in the United States

TEACHING THE LESSON

1. Ask students the question, "If injustices were done to you on the job, what are some actions you might take?" Answers may include: complain to co-workers, complain to supervisor, get help from a lawyer, boycott the company's products, strike, quit your job.
2. Explain to students that when injustices are done on the job, many employees band together to form groups to fight the injustices. Well-organized employee groups are called unions. Ask the students, "Who are some employees today that are part of a union?" Answers may include: factory workers, airline workers, teachers, grocery workers, miners, etc. The purpose of a union is to protect the workers.
3. Next, discuss the unions that were formed during the Progressive Era and reasons for their formation. Tell the students that these were some of the first large labor unions in the United States.
4. After going over the formation of the early unions, ask the students "How did employers react to unions? Why would they react in such a manner?" Answers may vary: businesses did not like unions because they didn't want to deal with 'problems', they wanted to make the most profit without paying more to the workers, they thought that unions were bad influences on other workers, unions caused production to stop/slow down, etc.
5. Go over specific reactions that businesses had to the formation of unions Yellow dog contracts, formation of company unions, blacklisting, formation of employers' groups, hiring of company guards/armies, strikebreaking, and the open-shop.
6. Tell students that we will study about specific strikes (the Pullman Strike, the Homestead Strike, and the Southern Colorado Coal Field Strike) during the next few weeks.

EVALUATION

Students will be tested on the information on a unit exam

Lecture notes from:

Merkel, Muriel. *The Labor Union Handbook*. New York: Beaufort Books, Inc, 1983.

Lesson 3 STRIKE!

OVERVIEW

This lesson provides background information about strikes in the United States during the Progressive Era. The Homestead Strike and the Pullman Strike will be addressed in this lesson.

SOCIAL STUDIES STANDARDS

Students will describe historical events and people from United States history in the chronological context of the history of the Americas and the world (Benchmark 1.1).

GRADE LEVEL

Grades 8-12

TIME

One class hour

MATERIALS

Lecture notes

"History of Mining" packet

OBJECTIVES

Students will be able to:

1. Identify three labor strikes in the United States during the Progressive Era
2. Use chronology to organize historical events and people

TEACHING THE LESSON

1. Go over reasons for why people strike. What unions are prominent during the Progressive Era?
2. Using the lecture notes, go over the Homestead Strike and the Pullman Strike. This should take almost the whole class period.
3. Tell the students that we are going to be studying another strike, the Southern Colorado Coal Field Strike, in depth since it is Colorado History. We will need to study mining.
4. Distribute the "History of Mining" for students to read for homework. To hold the students accountable for reading the information, the teacher can formulate homework questions about the reading or have the students outline the reading.

EVALUATION

Students should be tested on this information on a unit exam

Background information can be found in:

Merkel, Muriel. *The Labor Union Handbook*. New York: Beaufort Books, Inc, 1983.

Lesson 4**GEOGRAPHY OF SOUTHERN COLORADO COAL MINES****OVERVIEW**

This lesson establishes the link between history and geography by looking at a map of the Southern Colorado coalfields. In this lesson, students examine a map of Southern Colorado while learning about each area and its importance.

SOCIAL STUDIES STANDARDS

Students will know how to use maps, globes, and other geographic tools (Benchmark 1.1)

GRADE LEVEL

Grades 8-12

TIME

Up to one class period

MATERIALS

Handout of Southern Colorado coalfields map

OBJECTIVES

Students will be able to:

1. Name and locate the Southern Colorado coal mines
2. Take notes on the student information sheet about the mines and disasters

TEACHING THE LESSON

1. Locate Southern Colorado on a large U.S. map. What is the land like in Southern Colorado? What types of minerals/resources are available for use? (Coal) Explain to the class the importance of this particular kind of coal (coking coal, used for industrial purposes and steel).
2. Distribute the map, Southern Colorado Coalfields, to the students.
3. Going through the map, discuss each coal mine on the map and possible disasters.
4. Using the amount of coal miners in the area, what services/stores will the miners need? Where will these services/goods be found? (Trinidad) Trinidad grows as a mining town to provide goods and services to the miners. Trinidad becomes an important social, economic, and cultural center for the coal miners. Even trolleys are built to offer transportation to the miners from their camps to Trinidad.

EVALUATION

Students can be quizzed on the location of the coal mines.

Lesson 5
COAL: WHAT FOR?

OVERVIEW

This lesson introduces the importance of coal in our lives by answering who, what, why, when, and where about coal. In this lesson, students are given background information about coal and coal mining.

SOCIAL STUDIES STANDARDS

Students will understand the impact of scientific and technological developments on individuals and societies. (4.1)

GRADE LEVEL

Grades 8-12

TIME

One to two class periods

MATERIALS

Overhead notes/lecture notes

Overhead transparencies of coal mines

OBJECTIVES

Students will be able to:

1. Explain the importance of coal in their lives by giving ten examples of what coal is used for.
2. Explain where coal is from.
3. Explain two different types of mining.
4. Explain the feasibility of opening a mine.

TEACHING THE LESSON

1. Have the students list on piece of paper everything that coal is used for.
2. As a class, combine their lists on the board. What uses are missing? Put these on the board; students should copy them on their papers so their lists are complete. Students will understand that coal affects their daily lives.
3. Answer the question, where does coal come from? (answers will include: ground, mines, Colorado, etc)
4. On the overhead, show overhead 1: The Geographical Distribution of the Coalfields of Great Britain. Next, using overhead 2, show how coal is found underground.
5. Explain various types of mining: surface mining (placer, open-pit, strip mining), underground mining (room and pillar, shaft mining).
6. Next, have the students answer the question, "What do you need to do in order to open a mine?" Answers will vary: explore/find coal, own the land, men to mine coal, materials to drill and transport coal, etc.
7. When students are finished copying the "Feasibility Studies" ask the question, "How do we get our coal?" Again, answers will vary: miners, machines, drills, train, etc. This will lead into

the next lesson about coal miners and the jobs in a coal mine.

EVALUATION

Evaluate student understanding by a short quiz, either with or without notes.

Background information can be found in Stout, Koehler S. *Mining Methods and Equipment*. New York: McGraw-Hill, Inc, 1980.

Lesson 6 WHO WORKS IN COAL MINES?

OVERVIEW

We need coal in our everyday lives, but how do we get it? Who mines the coal, and how? Students will learn the types of jobs in a coal mine, and the importance of each one. Students will also learn about the different types of tools needed, as well as the dress of the coal miners.

SOCIAL STUDIES STANDARDS

Students understand the development of social organization in various societies (3.1). In this lesson, students will understand the development of a social organization/hierarchy in the work force.

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Overhead of jobs in a coal mine
Pictures of miners

OBJECTIVES

Students will be able to:

1. Identify various jobs in a coal mine
2. Name the different tools needed by coal miners
3. Draw a miner with his clothing and equipment

TEACHING THE LESSON

1. Ask students to think about a coal mine. Who works in a coal mine, and what types of jobs do they have? Have the students make a list on their paper of different jobs performed in a coal mine.
2. As a class, compile the list on the overhead or on the chalkboard. What have the students missed? Show the overhead "Jobs in a Coal Mine" and discuss the various jobs in a coal mine.

Identify why each job is vital for the coal mining operation. Explain each job thoroughly so the “assembly line process” of coal mining is understood.

3. Next, go over the various tools and equipment that a coal miner would need. Have students guess at the types of tools, and then show the overhead “Tools of a Coal Miner”.

4. Finally, go over the dress of a miner. What type of clothing would he need to work in the mine? What will he need for safety? Show overhead “The Coal Miner”. Have students draw the miner in their notebook.

5. To introduce tomorrow’s lesson, have a discussion on the dangers of working in a coal mine.

EVALUATION

Evaluation of this lesson would best be done in a short quiz format or on the final test.

Background information can be found in Gitelman, Howard M. *Legacy of the Ludlow Massacre*. Philadelphia: University of Pennsylvania Press, 1988.

Lesson 7 DAILY LIFE FOR A MINER

OVERVIEW

This lesson discusses the daily lives of the miners. What is a typical day for a miner? This lesson looks at some of the social history of mining families, including their songs, pictures, and stories.

SOCIAL STUDIES STANDARDS

Students will formulate historical questions based on sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts. (Benchmark 2.1)

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Overhead transparencies of "The Art of Mining in the 19th Century", by Eduard Heuchler

Copies of "Three Songs from the Mines"

Personal accounts from miners (various newspapers)

OBJECTIVES

Students will be able to:

1. Understand the daily life of a miner and his family
2. Analyze the three songs written about miners

3. Discuss the personal accounts of the miners and compare to their lives

TEACHING THE LESSON

1. Ask the students to write down their daily events. (10 minutes) Go over what most students do during the day (eat, go to school, sports, dinner, watch tv, homework, etc).
2. Now, show the students the overhead drawings of "The Art of Mining in the 19th Century" by Eduard Heuchler. Read the narrative aloud to the students as they look at the pictures. Compare their lives to the miners. How would it feel to be a miner?
3. Now ask the students to visualize being underground, in the dark, for over eight hours a day. Who would like to be a miner?
4. Next, pass out the three mining songs, "My Sweetheart's the Mule in the Mine", "Sixteen Tons", and "Dark as a Dungeon". If possible, get the three songs to play for the students.
5. What do the songs mean? What hidden meanings do they have? Do they tell you something about the life of a miner? Discuss the three songs, and in particular, look at the words of "Dark as a Dungeon". He lives his whole life in the mine; what do the last few lines mean? What kind of lifestyle do you think the miners live?
6. Next, look at the newspapers that have the personal accounts of the miners. Have the students underline the personal stories that are positive accounts of mining. Then, have the students circle the personal stories that are negative accounts of mining.
7. End the lesson with a discussion about the personal lives of a miner or answer any questions the students might have.

EVALUATION

Have the students write their own fictional account of the life of a miner. The student can pretend to be a miner, and should write about an aspect of a coal miner's life. The paper should be a one page, typed story.

Lesson 8 THE GENERAL STORE

OVERVIEW

This lesson explains how towns in the vicinity of coal mines were economically dependent on the miners. The miners needed goods, and in a market economy, where there is a demand there is a supply. Trinidad, Colorado was formed in response to the opening of the coal mines.

SOCIAL STUDIES STANDARDS

Students will recognize that the expectation of profit provides incentives for entrepreneurs to risk resources in response to perceived opportunities in the market (Benchmark 2.6)

GRADE LEVEL

Grades 8-12

TIME

One class period, with possibility of extension

MATERIALS

Phone directory

Blank map of Main Street

OBJECTIVES

Students will be able to

1. Chart a main street in a mining town
2. Explore the types of goods and services needed in a mining town

TEACHING THE LESSON

1. Ask students what kind of stores there are in the area. Which ones are important to them? What goods do they need to live? What goods do they want (as opposed to need)? Where are these stores located? How much are the goods?
2. Next, ask students what types of goods they think coal miners needed. What types of stores were available to them? What goods would they have needed to live? What goods would they have wanted?
3. Explain how coal mining towns grew up overnight (boom towns) when mines were opened. Trinidad is an example of a boom town (although it is still open today, even when most mines have closed).
4. Distribute packet of the business listings for Trinidad, 1900-1901, and the blank street map.
5. Working in partners, have students find all the businesses of Main Street in the phone directory. They should place the businesses on their blank map, writing in the store front of Main Street, Trinidad.
6. When all the students are finished with their map, go over the types of stores in the vicinity. What types of stores are there? What types of goods would they sell there? What services do they provide for the miners? Are they similar to today? What happens to the businesses when the mines close? How does the idea of supply and demand affect the town?

EVALUATION

Students can be evaluated by the correct completion of the assignment.

EXTENDING THE LESSON

Students should choose a business that they would like to research. What types of goods would this particular store sell? What services would they offer? What would their prices be? Using old catalogs, advertisements, and newspapers, students should make a list of the goods sold at

this store and their prices. Compare them to today's goods and prices. What are the differences, and why?

Lesson 8

LABOR VS. MANAGEMENT: THE ENDLESS STRUGGLE

OVERVIEW

What causes trouble in the workplace? In this lesson, students will examine problems between management and labor, and what happens when compromises cannot be achieved. What were some demands of the miners in 1913, and were they valid ones? How did the management try to meet their needs?

SOCIAL STUDIES STANDARDS

Students use chronology to examine and explain historical relationships; interpret historical data to determine sequence and cause-effect relationships (Benchmark 1.3A).

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Overhead of Union Demands
Packet of Session Laws of Colorado, 1913
The Revised Statutes of Colorado, 1908
Personal accounts of miners

OBJECTIVES

Students will be able to

1. Interpret historical data by using primary documents
2. Study Colorado Mining laws in 1913
3. Compare the Colorado laws to personal accounts of coal miners; were the laws obeyed?

TEACHING THE LESSON

1. Distribute the miners' personal accounts. Have the students read them in class. About what were the miners complaining? What were some of their issues with the management?
2. The coal miners came together in the form of a union to have certain demands met by the management. What were these demands? Why were they demanding them?
3. Which demands were negotiable? Which demands were not? Why would the miners make demands they knew had little chance of being met? Which demands were state laws? According to the miners, for what reason would they not be followed?

4. Distribute the coal mining laws of Colorado. Using the union demands as a guide, what laws were not obeyed by the management? What would be their rationale for not obeying the laws? Have the students find the laws that were not being obeyed.
5. Were the demands of the miners valid? How did they go about getting their demands met? (Strike) This sets the stage for tomorrow's lesson about the Ludlow Massacre.

EVALUATION

Students can be evaluated on this lesson by their research during class and their participation level. Students will also be tested on this information in a unit exam.

Information from:

Session Laws of Colorado, 1913. Denver: Western Newspaper Union, State Printers, 1913.

Revised Statutes of Colorado, 1908. Denver: Smith-Brooks Printing Company, 1908.

Lesson 9 THE LUDLOW MASSACRE

OVERVIEW

This lesson discusses the chronological events of the Ludlow Massacre. Students will learn about the events at Ludlow that resulted in a massacre leaving 20 strikers dead. Students will be reading newspaper articles about events that lead up to the massacre.

SOCIAL STUDIES STANDARDS

Students will chronologically organize significant people and major events in Colorado and United States history (Benchmark 1.1).

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Lecture notes

Newspaper articles of events leading to the Ludlow Massacre

Timeline of Ludlow

Ludlow pamphlets

Industrial Warfare and the Ludlow Massacre worksheet

OBJECTIVES

Students will be able to:

1. Chronologically organize the events of the Ludlow Massacre
2. Use historical information to gather facts about the massacre

TEACHING THE LESSON

1. Distribute the timeline of Ludlow to the students. This is a good chronology of events for the students to follow while lecturing.
2. Using the timeline as an outline format for your lecture, discuss each event with the students. Have the students take notes in their notebook about the events that resulted in massacre. This will take almost the entire class period.
3. Leaving ten minutes at the end of the hour, pass out the given newspaper articles that illustrate the events leading to the massacre. Included are the march of the women and children, Mother Jones, the militia, and the soldiers sent to Colorado. Have the students read the newspaper articles for further information.
4. Show the students the Ludlow pamphlets. Also, if students are interested, tell them where they can get more information and which books to read.

EVALUATION

Have students read "Problem 1: Industrial Warfare and the Ludlow Massacre". For homework, have the students do the task on page 2, as well as answer the "final consideration" question.

Lesson 10 **"CURRENT" EVENTS AND LUDLOW**

OVERVIEW

This lesson examines the link between current events and history. In this lesson, students will be examining various newspaper articles written about the Ludlow Massacre during the week of the event.

SOCIAL STUDIES STANDARDS

Students will know how to interpret and evaluate primary and secondary sources of historical evidence by examining historical data for point of view, historical context, bias, distortion, or propaganda by omission, suppression, or invention of facts. (Benchmark 2.3)

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Newspaper accounts of the Ludlow Massacre from four papers

OBJECTIVES

Students will be able to:

1. Formulate historical questions based on evaluation of primary sources
2. Interpret the information in the primary source
3. Examine historical data for point of view and bias

TEACHING THE LESSON

1. After teaching about the Ludlow Massacre, students will have a background knowledge of the events at Ludlow.
2. Pass out four different newspaper articles of the Ludlow Massacre. For this lesson I used the Trinidad Chronicle News, The Denver Post, The Rocky Mountain News, and the New York Times. Have the students read the articles.
3. After the students have read the articles, ask them to write down discrepancies between the four newspaper articles.
4. After finding the discrepancies, discuss the reasons for the differences in accounts. If all newspapers are supposed to tell the truth and be unbiased, why the differing accounts? Are all the newspapers unbiased? If not, what would be reasons for their biases? Which newspapers are pro-union? Pro-management? Neither? Which newspaper is the most accurate, or can you tell? How do you know which paper to believe? Discuss.

EVALUATION

Have students write their own front page account of what happened at Ludlow. The newspaper account should be formatted as if it were a front page of the newspaper, and should be about 2-3 columns in length.

Lesson 11 STRIKING NEWS OF TODAY

OVERVIEW

This lesson established the link between the past and the present by comparing past strikes to present day strikes. In this lesson, students will study similarities and differences in strikes.

SOCIAL STUDIES STANDARDS

Students will understand how economic factors have influenced historical (and present day) events in the United States (Benchmark 4.2).

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Steel Labor pamphlets

Information from company (not available in project)

OBJECTIVES

Students will be able to:

1. Identify reasons for strikes in the past and present
2. Understand why the strikers are on strike
3. Explain differences of opinion between the strikers and the company
4. Formulate an opinion concerning the strike

TEACHING THE LESSON

1. Hand out the pamphlets to the students. Have them read the information in class.
2. Discuss the pamphlets. Whose point of view is it? What are their reasons for striking? What are they doing to fight the company? In reading this pamphlet, do you feel they are justified? Why or why not?
3. Have the students make a list of why they think the company is not granting the strikers their demands. Discuss their lists. Reasons: demands are too great, company doesn't need the workers, company has strike breakers, company is making a profit already, etc.
4. Discuss other strikes the students may know about. What types of companies go on strike? Airlines, grocery workers, factory workers, etc. Are they justified? What about the company? Is it justified? Who does the law protect? Anybody? How do capitalism and the freedom of business play into the problem? Solution?

EVALUATION

Have the students write a one page, typed statement about who they feel is justified in the strike. This is an opinion paper, and students need to choose a side that they feel is "right".

Lesson 12 IT AFFECTS ME?

OVERVIEW

This lesson examines the long-term effects of the Progressive Era and labor strikes in the United States. What did the strikes achieve?

SOCIAL STUDIES STANDARDS

Students will describe the history, interactions, and contributions of the various groups that have lived in, migrated, or immigrated to the area that is now the United States.

GRADE LEVEL

Grades 8-12

TIME

One class period

MATERIALS

Overhead of workman's rights

OBJECTIVES

Students will be able to:

1. List various accomplishments of strikers
2. Explain the contributions of the strikers to the United States
3. Describe how the actions of people in the past have affected their lives today

TEACHING THE LESSON

1. Ask students to describe the average workday of people in the United States. How many hours do they work? What sort of benefits do they receive? If they get injured on the job, do they get treatment and economic support? Can they arbitrate with their employers? Can they complain about their jobs? Can they leave their jobs? Do we have a minimum wage? How old do you need to be to work? If people do not have a job, do they get compensation from the government? List the answers to these questions on the board.

2. Ask students to think about who fought for these rights. What did people do in order to achieve these rights that we take for granted today? Who fought for our working rights?

3. Using their notes, students should make a list of all the people and events that changed the workplace to what it is today.

EVALUATION

Have students choose the "working right" that they feel is the most important. In a one page, typed essay, explain why they feel this is the most important right of the working person.

THE WORKMAN'S RIGHTS

1. The eight hour workday

If a person works over eight hours, he/she receives extra pay. If a person works holidays, the worker gets double pay.

2. Age limit

A worker must be sixteen in order to work. A worker can be fourteen if he/she has parent permission, but only for limited hours per week.
Federal child labor laws were passed in 1916 and 1919

3. Workman's compensation

If a worker is injured on the job he/she receives medical treatment, and a certain amount of time-off to recover from the injury with pay.
In 1916 the National Council for Industrial Safety was formed.

4. Union rights

A worker has the right to join an organized union without retribution from the

employers.

5. Minimum wage

Minimum wage is \$5.85. This changes depending on inflation and the government.

6. Unemployment aid

One can receive unemployment benefits from the government if he/she is legitimately out of work (and is looking for another job).

7. Benefits

Many employers offer medical, dental, and life insurance. This depends on the job. Most salaried jobs have benefits. A worker can also purchase benefits through the company if not offered directly.

8. Right to choose

A worker does not have to stay with a job if he/she decides to leave. Freedom of choice.

9. Others????

Lesson 13
ORAL HISTORY OF A PROGRESSIVE ERA

OVERVIEW

Oral interviews are primary documents. Primary documents connect us to history since they are first hand accounts of what happened. Oral histories can spark our interest and imagination because they tell real-life stories about real people.

SOCIAL STUDIES STANDARDS

Students will know how to obtain and analyze historical data to answer questions and evaluate hypotheses by gathering information from multiple sources (Benchmark 2.2).

GRADE LEVEL

Grades 8-12

TIME

One class period; one-two weeks for project

MATERIALS

Instructions for students

List of questions for interview

OBJECTIVES

Students will be able to:

1. Obtain and analyze historical data

2. Interview a primary source
3. Link history to the present through primary sources

TEACHING THE LESSON

1. Tell the students that this is a culminating project for the Progressive Era. They will be doing an interview of someone who has changed, or is trying to change, an aspect of society.
2. Have students think of different types of people they could interview. The only stipulation is that it has to be a person who has or is trying to change something in society. The person can be someone who is trying to change something small/local, or something on a national level. Small changes create bigger changes. Examples: striker, grass-roots organizer, woman in sports, people fighting HMO, people seeking to change the laws, political figure, PTO, etc. Making a list may take some class time.
3. After the students have chosen someone who they will interview, have students develop a list of 15-20 questions that they will ask their person. Share the questions with the class.
4. After the students have developed their questions, share the given list of questions with them for extra ideas. Students don't have to use these questions; they are just a source if needed.
5. Students have 1-2 weeks to do this project, depending on how much time the teacher chooses to give them. When the project is due, take a day to share projects in class.

ORAL INTERVIEW

You are going to be interviewing a person who has made a difference in today's society. This person can be your parents, a cousin, grandparents, neighbor, politician, striker, grass-roots organizer, peers, school board members; the list goes on and on. The only stipulation is that it has to be a person who is trying to change something in society. This change can be small, like trying to get a playground for a school, or it can be a big change, like fighting the HMO's in the United States. The key idea is that this person should be trying to make a difference in our lives. This person is trying to make things better for themselves and others. This is the idea of the Progressive Era, and has continued to this day.

INSTRUCTIONS

1. You will choose a person to interview whom you think fits the criteria of the assignment. I need to approve your person before you continue with the interview.
2. You will be formulating a list of 15-20 questions to ask your interviewee. I will be checking this list before you go in to the interview. I will also be giving you a list of 10 questions for added ideas.
3. Set a time and place to interview your person. Take your questions, paper, and a pen (in other words, be prepared!) to the interview. When asking your questions, one thing to remember is to let the person talk about what he/she is doing. Let the person talk, even if they are not specifically answering your questions. Questions beget other questions, so do not feel as if you

have to follow your questions exactly. If your interviewee doesn't answer one that you wish to have answered, then ask, but it is very possible that your interviewee will answer them all just through discussion.

4. After your interview, make sure you write a thank you card to your interviewee. Show me this card for extra credit.
5. Now it is time to re-write the interview in proper format. You will write the paper in an interview format, where you ask the question and then the person will answer. This is an easy format since this is what happened in your interview. The paper must be typed, double-spaced, and will probably be between 2-5 pages. This will vary with each interview, but each paper must be at least 2 pages, no more than 5.
6. Include a title page with your name, date, class, and hour, as well as a bibliography page where you state the person, time, date, and place of the interview.
7. You will have close to two weeks to do this interview. If you can not interview your person in two weeks you will need to choose someone else. **NO TELEPHONE INTERVIEWS!** Not personal enough. Your paper is due on _____. No extensions will be given; you have two weeks.
8. You will share your interview with the class on the day it is due. We want to hear who everybody interviewed to see what has been changed, or what is being, changed, in our society.

SAMPLE QUESTIONS FOR AN INTERVIEW***

1. What is it that you are trying to change in society, and why?
2. How did you get into this idea/situation? What prompted you to try and make these changes?
3. Up to this point, what have you done to make the changes?
4. What have been some obstacles in trying to make the changes? Has it been difficult?
5. What have you accomplished up to this point?
6. How will these changes affect you personally? The community?
7. Who has helped you along the way? Is this a group effort?
8. Do you feel as if you are making an impact in the community?
9. Have any controversies arisen because of the steps you are taking? Are people resenting the changes you are trying to make?

10. After you have accomplished your goal, (or it doesn't work) will you be trying to make other changes?

***These questions are formatted for someone who is presently involved in making changes. You may need to re-format the questions in the past tense if you are interviewing someone who has changed society.