

Unit Overview

Potential grade level: 10th Grade

Unit Title: Muckrakers and the Media

Topic: Media's Influence on Reform

Topic Justification (How does this topic address 4I's, 6 elements, CCW, community responsiveness, student interest)

This topic allows for the exploration of how to identify, expose, and resist oppression. This topic connects with Elements Four, Five, and Six of the Six Elements of Social Justice because it explores how people identify, expose, and resist oppression through the use of the media. It addresses the 4I's because the students will analyze how issues and resistance to those issues occur on ideological, institutional, interpersonal, and internalized levels. This ties into the framework of Community Cultural Wealth as well, because students will draw connections between the Progressive Era and their current lived experiences. This ties into Community Responsive Education as well by leading students to examine both the strengths and the needs of their community. This is connected to students' interest because it involves connections to today and the creation of a social media post.

Themes (about 4-6 words or phrases)

Journalism

Reform

Expose

Corruption

Social Issues

Section II: Enduring Understandings

What do you want students to remember 10 years from now?

1. Students will understand that people strive to resist oppressive forces through identification and exposure.
1. Students will understand that resistance to oppressive forces creates change.
2. Students will understand that people use media to affect reform.

Essential Questions:

What question provides a doorway into this topic?

1. How do people respond to oppressive forces?

2. How can citizens enact change in their community?
3. How does the media affect reform?

Abstract

In this three lesson unit, “Muckrakers and the Media,” students will understand how people use media to affect social reform. Students will learn about how muckrakers addressed certain Progressive Era social issues such as the living conditions of the “slums,” unsanitary and unsafe working conditions of factories, racial injustice of African Americans, and corruption of businesses. The students will learn how the Muckrakers identified and exposed social issues and this impact on Progressive Era reform. Learners will make connections to current media’s influence on civic participation and deliberation. By the end of the unit, students will become muckrakers themselves, identifying and exposing a social issue that is important to them through their own social media posts. Students will have the opportunity to participate in an extension project in which they present their social media post to a stakeholder in the community.

2020 Social Studies Standards

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

Part 3: 3 Day Unit

Unit Title: Muckrakers and the Media	Teacher: Ms. Regolizio	Grade: 10
Unit Description: In this three lesson unit, “Muckrakers and the Media,” students will understand how people use media to affect social reform. Students will learn about the Progressive Era’s social issues, city conditions, political corruption, and the muckrakers that identified and exposed these injustices. The students will learn how the Muckrakers captured their audiences and make connections to current media’s influence on civic participation. By the end of the lesson, students will become a muckraker themselves, identifying and exposing a social issue that is important to them through their own social media posts. Students will have the opportunity to participate in an extension project in which they present their social media post to a stakeholder in the community.		Standards Addressed: 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Enduring Understandings 1) Students will understand that marginalized groups resist oppressive forces through identification and exposure.	Essential Questions 1. How do people respond to oppressive forces? 2. How can citizens enact change in their community?	

<p>2) Students will understand that resistance to oppression creates change within a social structure.</p> <p>3) Students will understand that people use media to affect reform.</p>	<p>3. How does the media affect reform?</p>	
<p>List Individual Student Needs: IEP - scaffolding and varied forms of instruction</p>		
<p>Day</p>	<p>Daily Mini-Lesson Summary (Reading/Writing Workshop: Mini Lesson, Guided/Small Group/Independent Practice, Closure)</p>	<p>Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”</p>
<p>Day 1</p>	<ol style="list-style-type: none"> Engage: Discuss Advanced Schema. “What reform would you support? Why?” Jigsaw Activity: In groups students will analyze an excerpt of a primary source of an assigned Muckraker. They will fill out an accompanying graphic organizer. In groups, students will present their assigned Muckraker to the class, identifying the name, social issue, main idea of the text, and connecting reform. On a google slide, number the muckrakers. Students will respond in unison with the reform that muckraker effected. For homework, students will view “If you cheer with us, stand with us” video and respond to “How to Rake the Muck and Call for Change” worksheet. 	<p>Students will demonstrate understanding of identifying progressive era reforms as evidenced by identifying the reform they would support and explaining why.</p> <p>Students will demonstrate understanding of identifying the main idea of a text as evidenced by the completion of the Master Muckraker graphic organizer.</p> <p>Students will demonstrate understanding of Muckrakers’ effect on reform as evidenced by the Master Muckraker graphic organizer.</p>
<p>Day 2</p>	<ol style="list-style-type: none"> View “If you cheer with us, stand with us” video and briefly go over the homework. Ask students to explain their emotional response to the video. Tell students that they see modern day muckrakers all the time on social media. Show the students the definition of civic participation. 	<p>Students will demonstrate understanding of the main steps to identify and expose a social issue through media as evidenced by the completion of the “How to Rake the Muck and Call for Change Analyzation Sheet.”</p> <p>Students will demonstrate understanding of how media and technology has impacted civic participation and deliberation by</p>

	<ol style="list-style-type: none"> 4. Individually analyze the elements of a social media post that addresses a social issue, impacting civic engagement by completing the graphic organizer. 5. Students will be broken up into groups and receive the planning sheet and rubric for their Social Media Post Muckraker project. 6. In groups, students will identify a social issue that is important to them. 7. On a sticky note, students will identify what step of the planning sheet identifies how media and technology can impact civic engagement. 	<p>their identification of what step of the planning sheet identifies how media and technology can impact civic engagement on a sticky note collected at the end of class.</p>
Day 3	<ol style="list-style-type: none"> 1. Students will identify an issue that is important to them, what the purpose of their post is, what their point of view is, and what form of social media they will use to expose the issue 2. 3. Identify and expose a social issue that is important to them through the creation of a Social Media post. 4. Closure: Students will describing how their social media post will affect civic participation and lead to reform. 	<p>Students will demonstrate understanding of how media affects reform as evidenced by their completion of a social media post that identifies, exposes, uses evidence, and calls for action to address/solve a social issue that is important to them.</p>


Part 4: Lesson Plan Day 1


Name: Ms. Regolizio	Topic/Title: Writers and Reform	Grade Level/CT: 10th Grade/Ms. Riddick
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<p>1a. STANDARD: 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p>	<p>1b. ENDURING UNDERSTANDINGS Students will understand that people strive to resist oppressive forces through identification and exposure. Students will understand that resistance to oppressive forces creates change. Students will understand that people use media to affect reform.</p>
<p>2a. TIERED STUDENT LEARNING OBJECTIVES Students will be able to identify a muckraker and what reform the muckraker affected. Students will be able to identify the central idea of a primary source.</p>	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) I need to understand that Jacob Riis influenced reforms of tenement housing through his photography and writing of “How the Other Half Lives.” I need to understand that Upton Sinclair influenced reform of the meat packing industry through his book, <i>The Jungle</i>. I need to understand that Ida B. Wells influenced civic engagement and laid the foundation for further action against racist political corruption through her writings about lynching including “Lynch Law in America” as well as her participation in founding the NAACP and The Alpha Suffrage Club. I need to understand that Ida Tarbell’s articles attacking the Standard Oil Company in McClure’s Magazine, 1902-1904 influenced the breakup of Standard Oil.</p>
<p>3. ASSESSMENT: Students will demonstrate understanding of Muckrakers’ effect on reform as evidenced by the completion of the individual Muckraker Graphic Organizer graded by the rubric. Students will demonstrate understanding of how people strive to resist oppressive forces through identification and exposure as evidenced by the identification of the social issue that the muckraker identified and exposed.</p>	
<p>4. INDIVIDUALIZED STUDENT NEEDS: Videos that summarize the muckraker’s work are in the advanced schema as an option for the students to review when analyzing the primary source.</p>	

Groups are chosen to allow for natural scaffolding through peer support.

PROCEDURE AND PRACTICE

<p>TEACHER'S ROLE Questions to Ask</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (5 min.)</p> <ul style="list-style-type: none"> Have students open their Advanced Schema Slides and sheet “Progressive Era Reforms” and look at their response. <ul style="list-style-type: none"> Snake around the room, asking every student to share what reform they would choose to fight for and why. Ask students if they want to share out. Read a few student answers aloud 	<ul style="list-style-type: none"> Students will watch the video of Ms. Jordan’s journey for safe drinking water in Newark Students will respond to the question on sticky notes. 	<p>Chromebook Advanced Schema</p>
<p>2. Jigsaw Activity of the Muckrakers Part 1 (23 minutes)</p> <ul style="list-style-type: none"> Assign groups to the students and one of the four Muckrakers to each group: Ida B. Wells, Jacobs Riis, Upton Sinclair, and Ida Tarbell. Pass out “Assigned Graphic Organizer Sheet” and Primary Source Excerpts. Tell the students to open the “Muckrakers and the Media” google slide deck and ask them to find their assigned Muckrakers. Explain to students that they will read the article and fill out the graphic organizer, then work together to fill out their assigned portion in the Muckraker Master Sheet. Tell the students to use the “Progressive Era Reforms” sheet as a resource of information. Observe student groups and notice who needs guidance. Provide the option to re-watch the corresponding videos from the homework as support. <p>3. Jigsaw Activity of the Muckrakers Part 2 (10 minutes)</p>	<p>2. Jigsaw Activity of the Muckrakers Part 1 (23 minutes)</p> <ul style="list-style-type: none"> Students will open the Google Slide deck and put their name on their assigned Muckraker graphic organizer. Students will read the excerpt. Students will take notes individually on the Assigned Graphic Organizer Sheet. Students fill out the Master Muckraker graphic organizer in groups. Students will use the “Progressive Era Reforms” sheet as a resource. <p>3. Jigsaw Activity of the Muckrakers Part 2 (10 minutes)</p> <ul style="list-style-type: none"> Students will teach the rest of the class about their assigned muckraker by reading each box aloud. 	<p>Chromebook</p> <p>Sources: Assigned Graphic Organizer Sheet  Muckrakers Jacob Riis Primary Source Upton Sinclair Primary Source Ida B. Wells Excerpt (Primary Source) Ida Tarbell Ida M. Tarbell, “The History of the Standard Oil Company,” McClure’s Magazine, 1902-1904 (Primary Source)</p>

<ul style="list-style-type: none"> Teacher will listen to students “share out” each box of the graphic organizer to explain their muckraker to the other students. 		Videos: Jacob Riss , Upton Sinclair , Ida B. Wells , Ida Tarbell
3. CLOSURE (2 Minutes) <ul style="list-style-type: none"> Display a google slide. Ask students to respond as a class. Point to each muckraker and have the students respond with the civic participation or reform that the muckraker influenced. 	<ul style="list-style-type: none"> Students will respond in unison when prompted by the teacher. 	Classroom Smart Board
HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). Tell the students to check google classroom for their homework.	Students will watch the  If You Cheer For Us, Stand With Us Black L... video and answer the worksheet, “Homework - How to Rake the Muck and Call for Change Analyzation Sheet”	Chromebook Google Classroom Post

Part 4: Lesson Plan Day 2

Name: Ms. Regolizio	Topic/Title: Social Media and Social Issues	Grade Level/CT: 10th Grade/Ms. Riddick
1a. STANDARD: 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.	1b. ENDURING UNDERSTANDINGS Students will understand that people strive to resist oppressive forces through identification and exposure. Students will understand that resistance to oppressive forces creates change. Students will understand that people use media to affect reform.	
2a. TIERED STUDENT LEARNING OBJECTIVES Students will be able to identify the main steps in using the media to expose a social issue.	2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge) I will need to understand how to analyze a piece of media and understand its effect upon reform. I need to understand that the video “If you Cheer with Us, Stant with	

<p>Students will be able to identify what step(s) of the planning process identifies how media and technology impacts civic participation and deliberation.</p>	<p>us,” was made in 2020 from the point of view of Black football players to address police brutality and to inspire their fans to join the BLM movement. The video uses music, names of Black lives murdered by the police, and images/video of sport scenes, marches, police brutality and other inspiring factors of media to inspire fans to join BLM. I will need to understand that the instagram post “Climate Anxiety in Young People Linked to Government Inaction” uses statistics from research to back up their claim that government inaction causes climate anxiety in young people. I will need to understand that a small amount of numbers and text on each slide of the post and the colors draw the eye and allow for easy comprehension. I will need to understand that it uses a quote to evoke an emotional response. I will need to understand that the post calls for action by directly stating to “go to city meetings and speak up...” etc. I will need to know that causing an emotional response and calling for social action is how media can affect reform.</p>	
<p>3. ASSESSMENT: Students will demonstrate understanding of how media and technology has impacted civic participation and deliberation by their identification of what step of the planning sheet identifies how media and technology can impact civic engagement on a sticky note collected at the end of class.</p> <p>Students will demonstrate understanding of the main steps to expose social issue through media as evidenced by the completion of the “How to Rake the Muck and Call for Change Analyzation Sheet”</p> <p>Students will demonstrate understanding of how people strive to resist oppressive forces through identification and exposure as evidenced by the identification of the social issue that the muckraker identified and exposed.</p>		
<p>4. INDIVIDUALIZED STUDENT NEEDS: IEP</p>		
<p style="text-align: center;">PROCEDURE AND PRACTICE</p>		
<p style="text-align: center;">TEACHER’S ROLE Questions to Ask</p>	<p style="text-align: center;">WHAT ARE STUDENTS DOING?</p>	<p style="text-align: center;">MATERIALS</p>

<p>1. LAUNCH/STARTER/ANTICIPATORY SET (8 min.)</p> <ul style="list-style-type: none"> ● Show the “If you cheer with us, Stand with us” video. ● Ask students to share their answers to the homework. ● Briefly clarify any misconceptions. ● Use information from the homework to know what is needed to be emphasized during guided practice. 	<p>1. LAUNCH/STARTER/ANTICIPATORY SET (8 min.)</p> <ul style="list-style-type: none"> ● Students will watch the video again. ● Students will share their answers to the questions. 	<p>Smart Board Chromebook Video</p>
<p>2. Guided Practice (10 minutes)</p> <ul style="list-style-type: none"> ● Display an instagram post that identifies, exposes, and calls for action upon a social issue and provides a link for students to view themselves. ● Read instagram post aloud. ● Display the “How to Rake the Muck and Call for Change Analyzation Sheet” on the smart board. ● Call on students to answer the questions and fill it in with the students. Clarify any misconceptions. <ul style="list-style-type: none"> ○ Emphasis the call to action and emotional portions of the instagram post (answer to number 3 and 5 in the analyzation sheet). <p>3. Group Activity (20 minutes)</p> <ul style="list-style-type: none"> ● Break students up into the same groups as yesterday. ● Hand out a rubric for the planning sheet to each group. ● Tell them today they will: (1) identify a social problem they would address & (2) create a plan for a social media post (The post can be instagram, tik-tok, video, etc) via the planning sheet. ● Monitor students' progress and provide feedback throughout the group activity. ● In the last two minutes, provide individual students with a sticky note to hold onto during their group activity, in preparation for closure. 	<p>2. Guided Practice (10 minutes)</p> <ul style="list-style-type: none"> ● Students are listening to the teacher read out the social media post. ● Students are identifying answers to the questions on the “How to Rake the Muck and Call for Change Analyzation Sheet” sheet. <p>3. Group Activity (20 minutes)</p> <ul style="list-style-type: none"> ● Students are breaking up into groups. ● Students are opening the group document to plan their own group social media post using their chromebooks/google classroom. ● Students are planning their social media posts in groups. ● Students are identifying the social problem, identifying evidence, and answering the questions to the worksheet as a guide for the creation of the social media post. 	<p>Smart Board How to Rake the Muck and Call for Change Sheet Instagram Post Planning Sheet Chromebook</p>
<p>3. CLOSURE (2 minutes)</p> <ul style="list-style-type: none"> ● Ask the students to choose what question of the planning sheet identifies how social media impacts civic engagement. 	<p>3. Closure (2 minutes)</p>	<p>Sticky note Writing Utensil</p>

<ul style="list-style-type: none"> • Use a timer to provide one minute for students to choose the number they think the answer is and write it on a sticky note with their name. • Read the corresponding numbers aloud providing a pause for students to raise their sticky notes. • Collect sticky notes at the very end of class. 	<ul style="list-style-type: none"> • Students will choose the number they think identifies how social media impacts civic engagement based off of their planning sheet. • Students will write their name and the corresponding number of the planning sheet that identifies how social media impacts civic engagement. • Students will raise their sticky note when the teacher calls the corresponding number. 	
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate)</p> <ul style="list-style-type: none"> • Allow students to finish their group planning sheet for homework if they did not do so in class. • Tell the students reread rubric and grade themselves based on their planning sheet and post rubric on google classroom. • Tell the students to make notes of what needs to be added before they create their social media post. 	<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate)</p> <ul style="list-style-type: none"> • Students will complete their group planning sheet if they have not already done so in class. • Learners will reread the rubric and circle the number that corresponds with what they have included in their planning sheet. • Learners will make notes of what needs to be added to the planning sheet. 	<p>Google Classroom Chromebook</p>

Part 4: Lesson Plan Day 3

<p>Name: Ms. Regolizio</p>	<p>Topic/Title: Be the Muckraker</p>	<p>Grade Level/CT: 10th Grade/Ms. Riddick</p>
<p>1a. STANDARD: WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>1b. ENDURING UNDERSTANDINGS Students will understand that people strive to resist oppressive forces through identification and exposure. Students will understand that resistance to oppressive forces creates change.</p>	

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.	Students will understand that people use media to affect reform.	
2a. TIERED STUDENT LEARNING OBJECTIVES Students will be able to create a media post that addresses a social issue. Students will be able to identify at least one way that media affects civic engagement.	2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) I will need to understand how tik-tok, instagram, videos, etc impacts civic participation and reform by causing an emotional response and inspiring people to participate in social action.	
3. ASSESSMENT: <ul style="list-style-type: none"> Students will demonstrate understanding of the steps of creating a social media post that impacts civic participation and deliberation as evidenced by the accurate completion planning sheet, “How to Rake the Muck and Call for Change.” Students will demonstrate understanding of how media affects reform as evidenced by their completion of a social media post that identifies, exposes, uses evidence, and calls for action to address/solve a social issue that is important to them. Students will demonstrate understanding of how media and technology has impacted civic participation and deliberation by their response to “How does social media affect civic participation and reform?” on index cards. 		
4. INDIVIDUALIZED STUDENT NEEDS: IEP		
PROCEDURE AND PRACTICE		
TEACHER’S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
1. LAUNCH/STARTER/ANTICIPATORY SET (5 min.) <ul style="list-style-type: none"> Ask the students to find a partner from a different group. Display questions on the board: “What social issue did you choose? What will you do to make your social media post stand out?” Use a timer to give the students 3 minutes to talk about their project and give each other feedback. For two minutes, call on students to “share out” their ideas. 	<ul style="list-style-type: none"> Students will think about how they will make their social media campaign stand out. Students will choose a class member who is not in their group to discuss their ideas. Students will provide each other feedback. Students will volunteer to “share out” their ideas. 	Notebook Writing Utensil

<p>2. LEARNING ACTIVITIES (30)</p> <ul style="list-style-type: none"> ● Break the students up into their groups. ● Tell the students to create their social media post in any form they would like but it must include all the elements on the planning sheet. ● Announce timing every ten minutes. ● Provide feedback as the students work. 	<p>2. LEARNING ACTIVITIES (30)</p> <ul style="list-style-type: none"> ● As a group, students will create their social media posts using their planning sheet from the day before as a guide. 	<p>Planning Sheet Chromebook Cellphones</p>
<p>3. CLOSURE (5 minutes)</p> <ul style="list-style-type: none"> ● Pass out index cards. ● Display questions on smartboard: “How does social media affect civic participation and reform?” ● Time two minutes for students to answer the question. ● Facilitate short discussion by starting with one student sharing what they wrote. 	<p>3. CLOSURE (5 minutes)</p> <ul style="list-style-type: none"> ● Students respond on index cards to explain how social media affects civic participation and reform. ● Engage in a short discussion based on responses on the index cards. 	<p>Cell Phones or Chromebook</p>
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p> <ul style="list-style-type: none"> ● Extension: Provide students with an outline to write a short speech and ask students to share their speech and the social media post to a stakeholder in their community. 	<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p> <ul style="list-style-type: none"> ● Extension: Write a short speech and share the social media post to a stakeholder in your community. 	<p>Pen/Paper</p>