

# Arkansas History Lesson Plan Template

## Progressive Movement

**\*Appropriate Grade Level(s):**  
Grade 6

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**\*District/School/Grade level(s) taught:**  
Pottsville School District/Pottsville Jr. High/ Eighth Grade

**\*Enduring Understanding:**  
I know the changes that have occurred in Arkansas since Reconstruction.

**\*Essential Questions:**  
What was the Progressive Movement/Progressivism?  
What problems did Arkansans perceive in society in the early 20th Century?  
What problems do Arkansans perceive in today's society?  
How can people make a change in society?  
What governmental agencies and community groups work for change?  
What groups work for change in our school?

**\*Student Learning Expectations from K-6 Social Studies Framework:**

**Arkansas Social Studies Curriculum Framework:**

**C.4.6.1**

**Compare and contrast the three branches of government at the state and national levels of government:**

- executive
- legislative
- judicial

**C.4.6.3 Discuss the roles and responsibilities of the executive branch e.g., state/governor, federal/president)**

**C.4.6.4**

**Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)**

**C.4.6.5**

**Compare and contrast the roles of the judicial branch (e.g., local, state, and federal)**

**\*Lesson Plan which must include all of the following:**

**Overview: Students will identify problems in early 20th Century Arkansas, research those problems and possible solutions, and write to civic leaders urging support for change to the perceived problems.**

**\*Lesson Objective:**

**Students will be able to define the Progressive Movement/Progressivism.**

**Students will conduct research with the goal of identifying societal problems and their solutions from Arkansas's Progressive Era.**

**Students will create a poster/flyer/brochure urging others to join in a cause relevant to early 20th Century Arkansas.**

**Students will write letters to appropriate civic leaders urging support for changes in various causes.**

**Students will identify key Arkansas officials and their roles in state reform.**

**\*Teaching Strategies:**

**Cooperative Learning Groups**

**Internet Research of School-Approved Sites**

**Library Research**

**Interview of parents/teachers/community members**

**Letter Writing/Persuasive Writing**

**\*Background information:**

**Divide students into groups of 3-4. Conduct Internet research of school-approved sites (preselected in advance, linked to school or class webpage) to list perceived problems and possible solutions in society in early 20th Century Arkansas. In addition research may be conducted in the library for both problems and their solutions.**

**\*List of materials :**

**Computers/printers**

**Library books/ reference books**

**textbooks**

**paper**

**envelopes**

**flyers/brochures/posters to be used as examples**

**Internet research form (create a standard research form for students to record their sites if your district does not have one)**

**Library research form (create a standard research form for students to record their library resources if your district does not have one)**

**poster boards**

**poster paints**

glue/glitter  
scissors  
markers  
crayons  
colored pencils  
digital camera

**\*Vocabulary:**

Progressive Movement  
Progressivism  
civic  
community  
reform  
cause  
official  
legislature  
governor  
mayor  
alderman/alderwoman

**\*Activities:**

Research the Progressive movement in Arkansas using both Internet and library resources.

Research officials from the early 1900's in Arkansas: possibilities: state legislators, governor, mayor, city aldermen.

Select one problem from the early 1900's in Arkansas as your group's focus.

Create a poster, flyer, or brochure to inform citizens of the problem and possible solutions.

Finally, write a letter to a member of the state legislature, to the governor, to the mayor, or other local official. Describe the problem and possible solutions.

**\*Cross-curricular connections. Identify the content framework and SLEs.**

**Arkansas English Language Arts Curriculum Framework:**

**W.4.6.3**

**Demonstrate an awareness of purpose and audience for all modes of written *discourse***

**W.4.6.4**

**Use available technology to access information by using a card catalog and the Internet**

**W.5.6.1**

**Write to describe, to inform, to entertain, to explain, and to persuade**

**W.5.6.10**

**Write across the curriculum**

**\*Assessment :**

**Rubric:**

**5 points: Research resources from Internet/Library forms.**

**5 points: Clear statement of the problem.**

**5 points: Poster, flyer, brochure.**

**5 points: Letter.**

**(Adapt this rubric as needed.)**

**\*Estimated time allotted for lesson:**

**Research: 3-4 hours in computer lab and library**

**2-3 hours in computer lab for those creating a brochure or flyer on the computer**

**2-3 hours in classroom for those creating a poster**

**1 hour in computer lab for writing and printing letter**

**\*Adaptations for special needs learners:**

**Combination of grouping for this project may take into consideration students' learning styles, language needs, reading and writing capabilities. Grouping students in diverse ability groups accommodates learning needs.**

**More time may be needed for those lacking computer skills. An introductory lesson on Internet research preceding this project may be helpful.**

**\*Resources/bibliography:**

**Textbook: An Arkansas History for Young People by T. Harri Baker & Jane Browning**

**\*Extension activity:**

**Poll your teachers, parents, and other community members about what problems exist in your state or community today. Be sure to get their opinions about possible solutions.**

**\*Attachments:**

**Internet research form:**

**Topic:** \_\_\_\_\_

**Sites I explored:** \_\_\_\_\_

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**Three facts I learned:** \_\_\_\_\_

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**Questions I have:** \_\_\_\_\_

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**(Adapt this form for your own uses.)**

