

Historical Simulation in the Secondary Classroom

By

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Abstract

Research in pedagogy concludes that active, engaging, and motivating instruction is effective when teaching social studies in the secondary classroom. A secondary social studies curriculum detailing the Progressive era during the years 1890 to 1930 in American history has been developed in accordance with a national standard produced by the National Council for Social Studies. The curriculum follows a distinct historical narrative that is paired closely with simulation activities. The use of a simulation activity as the primary tool of instruction within the curriculum directly reflects the research findings. The curriculum models the primary and secondary sources used, simulation activities to be conducted by students in the classroom, and the assessment used to measure academic achievement.

Part 1: Historical Narrative

An era of reform swept the United States at the turn of the twentieth century. In efforts to combat the problems of industrial capitalism, political corruption, and urbanization, groups of diverse Americans coalesced as activists during the progressive era. These Progressives exposed the nation's problems through groundbreaking journalism and activism, thus establishing economic, social, and political campaigns to challenge the status quo and effect change. These initiatives were primarily achieved through direct action by the people and government reform. This period of time marks a distinct transition in the nation's history. While Progressives addressed the ills of the country the American state grew and the fight for labor and gender equality gained traction among the public. In accordance with the standard set by the National Council for Social Studies, the following narrative details how Progressives and others addressed the problems of industrial capitalism, political corruption, and urbanization during the years 1890 to 1930.¹

The era of Progressivism marked a time when people formed coalitions in order to push for change that would ultimately alter American society in fundamental ways.² Historian Daniel T. Rodgers characterizes the people demanding change during this era as sharing no common party or organization. Progressives struggled to collectively prioritize areas for reform as efforts to dismantle corporate monopolies, achieve women's suffrage, and secure rights to direct

¹ "National Standards in Social Sciences: U.S. History," *Education World*, accessed April 21, 2017. http://www.educationworld.com/standards/national/soc_sci/us_history/5_12.shtml.

² Daniel T. Rodgers, "In Search of Progressivism," *Reviews in American History* 10, Issue 4, *The Promise of American History: Progress and Prospects* (1982): 114, accessed March 27, 2017, <http://links.jstor.org/sici?sici=0048-7511%28198212%2910%3A4%3C113%3AISOP%3E2.0CO%3B2-3>.

democracy occurred simultaneously.³ Almost no area of the economy, politics, or society was immune to protest by activists. Progressives agitated against monopolies and for the regulation of food and drug manufacturers, for political reform of party machines, voting rights and election procedures, for improvements to services for the poor, and for improved public health and safety.⁴ The convergence of reform efforts at this moment coincided with the weakening of the popular political parties. This led to inactivity within political parties that had not been seen before, resulting in citizens taking cause after cause upon themselves in an attempt to produce meaningful change.

Muckraking Journalism

The turn of the twentieth century brought with it a new and exciting brand of journalism. Publishers across the country clamored to print pieces exposing the evils of American industry, society, and politics. Widely circulating magazines, such as *McClure's*, *Cosmopolitan*, and *Collier's*, encouraged their contributors to find the problems present within the nation's businesses, politics, and urban cities. The stream of exposés proved immensely popular with the public, driving publishers to capitalize upon their success by financially backing the research and writing of reporters.⁵ Perhaps the most famous instance of this kind is Upton Sinclair's novel *The Jungle*. Sinclair sought to reveal the daily challenges that working class immigrants faced in the industrialized city of Chicago. More troubling though than the poor labor practices and squalid

³ Ibid.

⁴ Howard L. Reiter, "The Bases of Progressivism within the Major Parties: Evidence from the National Conventions," *Social Science History* 22, no. 1 (1998): 85, accessed April 21, 2017, <http://www.jstor.org/stable/1171565>.

⁵ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 639.

living arrangements of these people were the conditions inside the meatpacking plants Sinclair visited. The public outrage stemming from *The Jungle* prompted a congressional investigation into the meatpacking industry. The official record from the investigation describes many of the horrors originally reported by Sinclair:

...Meat scraps were also found being shoveled into receptacles from dirty floors, where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, were in most cases damp and soggy, in ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health expectorated at will upon them.⁶

Sinclair's *The Jungle* and the following congressional investigation led the government to make reforms to food industry practices. Congress quickly voted to pass the Pure Food and Drug Act and the Meat Inspection Act of 1906.⁷ The Pure Food and Drug Act regulated the food and drugs that moved by interstate commerce as well as banned the creation, transportation, and sale of drugs deemed as dangerous. Federal food and drug inspections were implemented regularly to enforce these new standards. The Meat Inspection Act required the slaughtering and packaging of meat products to occur in sanitary conditions, and also mandated that labels truthfully represent the products being sold. The legislation did much to assuage the public while also cementing the power of the Progressive journalist.

The rise of shock value journalism quickly aroused the ire of President Theodore Roosevelt. Taking care to acknowledge many of the uncomfortable truths in the exposés, Roosevelt departed from the popular sentiment of Progressives by taking a stance against the

⁶ Congressional Record, 59th Cong., 1st sess. (June 4, 1906), "Exposing the Meatpackers (1906)," in *The American Spirit*, by David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 194.

⁷ David M. Kennedy, and Thomas A. Bailey, authors' note on "Exposing the Meatpackers (1906)," in *The American Spirit* (Boston: Wadsworth, 2010), 195.

provocative brand of journalism, believing it brought more harm than good.⁸ During a 1906 speech in Washington, Roosevelt made his position clear by reviling the journalists and infamously labeling them as muckrakers. In condemnation Roosevelt claimed:

There is filth on the floor, and it must be scraped up with the muck-rake: and there are times and places where this service is the most needed of all the services that can be performed. But the man who never does anything else, who never thinks or speaks or writes save of his feats with the muck-rake, speedily becomes, not a help to society, not an incitement to good, but one of the most potent forces for evil.⁹

Roosevelt's characterization of journalists as muckraking troublemakers only caused newspapers to increase their efforts. From the perspective of reporters, their goal was to expose existing inequity and corruption across America while simultaneously suggesting reform. Roosevelt dug his heels in and refuted this idea, choosing to distrust and discredit those who "...practice slanderous mendacity for hire."¹⁰ To Roosevelt's frustration, expressing his view did little to slow the publishing of muckraking reports and their effect on the American people and government. With the public's frustration mounting, the government had no choice but to legislatively intervene where it had never done so before. The problems revealed to the public by muckrakers during the Progressive era highlighted the demands of the nation's citizens which placed pressure upon the State to respond.

⁸ David M. Kennedy, and Thomas A. Bailey, introduction to "Theodore Roosevelt Roasts Muckrakers (1906)," in *The American Spirit* (Boston: Wadsworth, 2010), 195.

⁹ Theodore Roosevelt, "Theodore Roosevelt Roasts Muckrakers (1906)," in *The American Spirit*, David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 195.

¹⁰ Theodore Roosevelt, *Roosevelt Letters*, vol. 7, p. 447, in the authors' note on "Theodore Roosevelt Roasts Muckrakers (1906)," in *The American Spirit*, by David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 196.

Industrial Capitalism

In the same vein as Sinclair was the influential muckraker Ida Tarbell, whose investigative journalism highlighted many of the evils of industrial capitalism. In 1902, Tarbell gained notoriety for publishing a ravaging history of John D. Rockefeller and his Standard Oil Company's practices. In her report, Tarbell exposed the Standard Oil Company's schemes to control the market and wipe out the competition of rivals. Tarbell claims that in most instances these methods worked, and it was this discovery which proved most troubling. Rockefeller and his associates routinely used intimidation tactics to muscle their way through a deal. Tarbell claims in one situation Rockefeller said to an opponent, "You can't compete with Standard. We have all the large refineries now. If you refuse to sell, it will end in your being crushed."¹¹ Rockefeller was hardly the only big business tycoon who used this approach to consolidate competition, but he is one of the most infamous. The tactics of Rockefeller and similarly minded industrial trust holders such as railroad magnate J.P. Morgan and steel magnate Andrew Carnegie, monopolized the economic market for small businesses, laborers, and consumers.

A business becomes a monopoly when it controls a majority of its own economic market.

As Corwin D. Edwards of the Federal Trade Commission described:

The problems of monopoly arise because a single enterprise or a group of associated enterprises possesses disproportionate power in its dealings with suppliers, competitors, or customers, and because this power is used or is likely to be used in ways that injure these outsiders for the benefit of the possessor of the power.¹²

¹¹ Ida M. Tarbell, "Ida M. Tarbell on the Methods of the Standard Oil Company 1902," in *The Progressive Movement, 1900-1915*, ed. Richard Hofstadter (New Jersey: Prentice-Hall, 1963), 26.

¹² Corwin D. Edwards, "Vertical Integration and the Monopoly Problem," *Journal of Marketing* 17, no. 4 (1953): 404, accessed May 2, 2017, <http://www.jstor.org/stable/1247017>.

Industrial tycoons such as Rockefeller, Morgan, and Carnegie used this business model for their own economic advantage. Each tycoon expanded their enterprise through the process of either vertical or horizontal integration. Vertical integration is comprised of a company controlling all elements of their goods or services production.¹³ Andrew Carnegie mastered this consolidation method within his own Carnegie Steel Company. He controlled the mills where the steel was made, the mines where the iron ore and coal was extracted, the ships that transported the iron ore and coal, and the railroads that moved the products across the country. In contrast, horizontal integration occurs when a company increases the production of their goods or services of one part of the supply chain by acquiring or merging with companies in the same market.¹⁴ This outward expansion is exemplified by the practices of Rockefeller and Morgan. Both businessmen bought up their competition in the oil and railroad businesses respectively until they had majority control over each market. These practices ultimately decreased competition and allowed for business owners to artificially inflate prices, keep their production and labor costs low, and to bolster their profit margin exponentially. This negatively affected small businesses, common laborers, and working class consumers.

With large amounts of wealth held by an elite and powerful few, marketplace competition diminished and fewer opportunities for economic growth by small enterprises, common laborers, and working class consumers existed. In fact, the wealthiest people in the nation made up only one to two percent of the 76 million population.¹⁵ This vast disparity in economic equity left the

¹³ Ibid, 404-405.

¹⁴ Ibid, 409.

¹⁵ Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement, 1870-1920*, (New York: Free Press, 2003), 7.

majority of the population with little chance for upward mobility. The grip of industrial capitalism on the nation had become a noose by which the American people were strangled each day. Progressives sought to protest these realities by unionizing, marching, and electing officials who championed favorable legislation that would dismantle monopolies and provide fair economic opportunity to middle class and working class citizens.¹⁶ Despite being an outspoken critic of muckrakers, President Roosevelt subscribed to the Progressive agenda of corporate reform and regulation. This shift is attributed to a moment of awakening by the upper and middle classes to the interests and needs of the working class poor. As Rodgers states:

...this understanding of economics and politics in terms of graft, monopoly, privilege, and invisible government had almost always before been the property of outsiders: workers, farmers, Democrats, Populists. What was new in the Progressive years was that the language of antimonopolism suddenly gained the acceptance of insiders: the readers of slick magazines and respectable journals, middle class family men, and reasonably proper Republicans.¹⁷

Roosevelt certainly qualified as an insider. This realization manifested itself when Roosevelt intervened and announced his Square Deal Plan. In it he vowed foremost to eliminate corporate monopolies, protect consumer interests, and conserve the country's natural resources.¹⁸

The practices of monopolistic ventures highlighted the need for industrial regulation. Not perceiving all trusts as evil, Roosevelt sought to fulfill a portion of his promises in the Square Deal by selecting a small group of corporations to break apart that he viewed as detrimental to

¹⁶ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 644-645.

¹⁷ Daniel T. Rodgers, "In Search of Progressivism," *Reviews in American History* 10, Issue 4, *The Promise of American History: Progress and Prospects* (1982): 123, accessed Accessed March 27, 2017, <http://links.jstor.org/sici?sici=0048-7511%28198212%2910%3A4%3C113%3AISOP%3E2.0CO%3B2-3>.

¹⁸ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 647.

industry. In 1902, Roosevelt directed the Justice Department to sue J.P. Morgan's Northern Securities Company under the Sherman Antitrust Act of 1890. The legislation served to protect fair marketplace competition and prevent artificial inflation by businesses which control a majority of an industry.¹⁹ Morgan's company had successfully consolidated the Northern Pacific Railway, Great Northern Railway, and the Chicago, Burlington, and Quincy Railroad into the Northern Securities Company in 1901, effectively monopolizing nearly all of the market of the North. When the government won the suit, Morgan and his associates refused to acquiesce to the decision and appealed to the Supreme Court. In 1904 the suit was upheld and the Northern Securities Company was forced to dissolve.²⁰ A monumental victory for Roosevelt and Progressive activists who fought against the ills of industrial capitalism, the final decision made many financial speculators and big businesses uneasy. To their detriment, the anti-trust crusade persisted in 1905, with Roosevelt filing similar suits against other corporations and the Supreme Court continually ruling on the side of the Progressives.²¹

The fight against monopolies did little to resolve the unfair practices and poor conditions people experienced each day in the workplace. Child labor was commonplace at the turn of the twentieth century, and children could often be found working for entire days in unsafe and unsanitary factories, mills, and plants earning less than a living wage. At this time, women typically spent their time caring for their spouse, children, and home, however, many Progressive

¹⁹ David M. Kennedy, Elizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 649.

²⁰ Ibid.

²¹ Ibid.

females extended their responsibilities to include public advocacy for labor rights.²² Progressive women understood the horrors the child laborers faced and banded together through organizations such as the National Consumers League, the Women's Trade Union League, and the Children's Bureau and the Women's Bureau in the Department of Labor to demand reform measures that would bring children home and provide schooling.²³ Without an education, children could rarely transcend the socioeconomic class they were born into. This reality was of major concern for Progressive activists. In one of the worst instances, author John Spargo depicts a typical daily scenario experienced by many children who labored in coal mines:

The coal is hard, and accidents to the hands, such as cut, broken, or crushed fingers, are common among the boys. Sometimes there is a worse accident: a terrified shriek is heard, and a boy is mangled and torn in the machinery, or disappears in the chute to be picked out later smothered and dead. Clouds of dust fill the breakers and are inhaled by the boys, laying the foundations for asthma and miners' consumption.²⁴

Children were preferred for jobs in the coal mines and factories due to their size and general acceptance of low wages. Most children worked to supplement the household income brought in by their parents. Their work was out of necessity, a fact often exploited by businesses. Male and female Progressive activists initiated a formal fight to end child labor when the National Child Labor Committee (NCLC) was formed in 1904. Proposed during a joint conference of state labor committees in New York City, the NCLC quickly garnered widespread support from top government officials and leading labor reformers across the country. The NCLC pushed for state regulations to keep children out of the workforce while agitating for

²² Ibid, 645.

²³ Ibid.

²⁴ John Spargo, "Child Labor in the Coal Mines (1906)," in *The American Spirit*, by David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 203.

broader legislative reform. Many states did adopt laws that restricted child labor, but national regulation of the issue did not come to fruition until 1938 when Congress passed the Fair Labor Standards Act and the Supreme Court upheld its legality.²⁵ Progressive women furthered demands for workplace reform to encompass certain protections for themselves as well. Solidified by the Supreme Court's decision in *Muller v. Oregon*, laws were instituted to safeguard women workers from harmful factory conditions.²⁶ Hailed as a major win for Progressive women, their activism on behalf of child laborers and their own interests secured additional rights for the working class and extended State influence over industry.

Other common labor practices required reform and regulation as well. Main sources of contention among employers and employees consisted of establishing a minimum living wage and the number of hours in a work day. In the years leading up to 1905, regulatory laws had been passed by states across the country in attempts to settle these issues. When one of these attempts made it to the Supreme Court a landmark decision was made. In *Lochner v. New York* the Court issued a verdict which invalidated a state mandate allowing workers to labor for no more than ten hours a day. In the written decision penned by Justice Rufus W. Peckham he resolved that the Fourteenth Amendment would be violated by meddling with the rights of the individual. That by "...limiting the hours in which grown and intelligent men may labor to earn their living..." encroached upon personal liberty and freedom.²⁷ This decision marked the beginning of the

²⁵ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 645.

²⁶ *Ibid*, 649.

²⁷ Supreme Court Decision 1908 U.S. 45 (1905), "Sweatshop Hours for Bakers (1905)," in *The American Spirit*, by David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 205.

Supreme Court's *Lochner* era which lasted until 1937. During this time many decisions were made which reversed federal and state laws that improved working conditions for people during the Progressive era. The Court seemingly gave preference to laissez-faire economic practices and little regard for state and congressional power or for the unfair working circumstances in which individual citizens were subjected. Shocked and displeased with this trend, Progressive activists kept working toward reform. As preventable illness, tragedy, and poverty marred the lives of working class adults and children, Progressives steadfastly fought for greater reform and regulation of industry throughout the *Lochner* era. It was not until 1917 that the Court revisited the issue of limiting hours in a work day and sided with Progressives to uphold a ten-hour work day law.²⁸ With Progressive activists addressing the problems of industrial capitalism the rights of workers took center stage and the State experienced growing pains while attempting to regulate business and faltering at the hands of the Supreme Court.

Political Corruption

Progressive activists could not address the ills of industrial capitalism without also addressing the rise of political corruption across the nation. A reassessment of the country's democratic structure was required to give the public greater influence and control over legislation, as well as the ability to dampen the power of elected officials who were not acting in the interests of constituents.²⁹ Many of these elected officials were bribed by big corporations. Lobbyists peddling the interests of big business easily convinced congressmen to follow suit by offering large sums of money, favors, and promises. Working class Americans were becoming

²⁸ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 646.

²⁹ *Ibid*, 641.

fed up. The public began referring to the Senate as the “Millionaires Club.”³⁰ Progressives viewed this as a threat to democracy and took direct action to stop and reverse the trend.

The turn of the twentieth century brought with it a sense of political unease among the public. Up until this moment, as historian Leon Fink writes, “The consent of the governed... had long been veiled by America’s constitutional republican system. Now, however, horrified reaction to political bossism and the abuses of industrial capitalism combined in renewed appeal to the inherent powers of the People.”³¹ As elected officials worked in favor of the interests of large corporations, the needs of the American people remained unmet. When muckraking journalist Lincoln Steffens published his findings on corruption in politics in 1904, the Progressive activists concerned with problems of political corruption were emboldened to act. Steffens exposed in detail the political climate in Philadelphia, which was representative of many cities at the time:

...the machine controls the election officers... and when no one appears to serve, assigning a heeler [political hanger-on] ready for the expected vacancy. The police are forbidden by law to stand within thirty feet of the polls, but they are at the [ballot] box and they are there to see that the machine’s orders are obeyed and that repeaters whom they help to furnish are permitted to vote without “intimidation” on the names they, the police, have supplied...³²

Election manipulation by political machines and voter fraud facilitated by police was common. This resulted in the election of officials beholden to local political machines that were backed by big business interests.

³⁰ Ibid.

³¹ Leon Fink, *Progressive Intellectuals and the Dilemmas of Democratic Commitment*, (Massachusetts: Harvard University Press, 1997), 27.

³² Lincoln Steffens, “Lincoln Steffens Bares Philadelphia Bossism (1904),” in *The American Spirit*, by David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 198.

Bossism within political structures dominated the landscape of government. Bossism consists of an unelected person controlling political party affairs by wielding economic or social power. Political bosses usually held this influence over constituents whose votes were necessary to keep a specific party in office. This phenomenon troubled progressive intellectuals like William Allen White, who in 1910 wrote about bossism and its impact on democracy. He reflected:

Money in politics was there for the purpose of protecting the rights of property under the law, as against the rights of men. So prosperity dwelt among the people. The greed of capital was rampant, the force of democracy was dormant...³³

Progressive activists began addressing this problem by demanding local government reform to election procedures in order to provide fair political representation to the people. Progressives called for direct primary elections in an effort to reduce the influence that party bosses and corporations had held over United States Senators. Up until this point, elected officials were viewed as strongly considering the interests of the elite over the needs of impoverished and exploited citizens. Progressive activists received push back from party bosses and corporations who did not wish to relinquish their political holdings. But ultimately, election procedures gained reform through the passing of the Seventeenth Amendment in 1913, which established the direct popular election of United States Senators by the people.³⁴ Progressive activists also pushed for the right to propose legislation in what is called an initiative. If granted, this request cut out the influence of a political machine middle man. Next, Progressives pushed

³³ William Allen White, "William Allen White on The Boss System 1910," in *The Progressive Movement, 1900-1915*, ed. Richard Hofstadter (New Jersey: Prentice-Hall, 1963), 106.

³⁴ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 644.

for rights to a referendum. This allowed Progressives the opportunity to vote for the final approval of new laws on election ballots. Finally, activists demanded the right to recall elected officials. In particular, Progressive voters wanted the ability to remove officials who had been bribed by machine bosses and subject to fulfilling corporate interests rather than representing the people.³⁵ Many local legislatures responded to these Progressive agitations by implementing acts to end corrupt practices and embrace direct democracy. This helped limit the amount of money spent by candidates on elections, as well as restricted gifts from corporations that contributed in large part to rampant corruption.³⁶

As predominantly male Progressive activists fought to end political corruption and reform electoral procedures, women began to organize to demand female suffrage and broader political representation. Leading feminist Rheta Childe Dorr described the collective mood of women at the time well. She opined that:

Women have ceased to exist as a subsidiary class in the community. They are no longer wholly dependent, economically, intellectually, and spiritually, on a ruling class of men. They look on life with the eyes of reasoning adults, where once they regarded it as trusting children. Women now form a new social group, separate, and to a degree homogeneous. Already they have evolved a group opinion and group ideal.³⁷

Although most women still viewed their main role in society as separate from men, they believed their voices should be heard and respected in politics. Several organizations emerged which championed this agenda. Most notably the National American Woman Suffrage

³⁵ Ibid, 641.

³⁶ Ibid.

³⁷ Rheta Chile Dorr, "Rheta Childe Dorr on The Role of American Women 1910," in *The Progressive Movement, 1900-1915*, ed. Richard Hofstadter (New Jersey: Prentice-Hall, 1963), 85.

Association (NAWSA) and the National Women's Party (NWP) formed to fight for voting rights. Each group played an important role in securing the ratification of the Nineteenth Amendment in 1919, which gave women the right to vote by outlawing voting discrimination on the basis of sex.³⁸ Most male Progressive activists supported this cause as it contributed to efforts to end political corruption and make legislative representation more equal. This Progressive era accomplishment helped to lessen the sting of political corruption while also placing a focus on individual equality to the benefit of half the American population.

Urbanization

The nation experienced a large demographic shift from rural to urban during the progressive era. Four times as many people lived in rural areas than in urban areas in 1860. But by 1930, at the end of period, the rural population had doubled, while the the urban population had grown up to ten times its original size. Primarily responsible for this population transition and growth is traced to large waves of immigration to the country between 1890 and 1920. Nearly 20 million people entered the country from southern and eastern Europe during this time.³⁹ Thus, the explosion of industry and urban growth was matched by the growing immigrant labor force.

The rapid urbanization of the nation often resulted in squalid living conditions and minimal job opportunities for much of the working class and immigrant populations. For Progressive activists, the difficulties of this reality coincided with a rise in alcohol consumption, prostitution, and gambling. These behaviors seemingly rejected traditional familial values of the

³⁸ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 562-563.

³⁹ *Ibid*, 542-544.

gender spheres, sanctity of the home, and religious morality, and Progressive activists worked hard to provide solutions that reversed this reality.

The country's immigrants had little choice but to accept low wages and toil for long hours in harsh conditions in order to remain economically afloat and provide for themselves and families. These circumstances led to the immigrant working class living in tenement slums, a situation that was depicted by police reporter and photojournalist Jacob Riis in 1890. The tenements were usually overcrowded, lacked basic amenities, and were riddled by hunger and filth. For many, the only alternative was homelessness, so the tenements provided what shelter was available. Riis, a Danish immigrant himself, was "shocked by the absence of privacy, sanitation, and playgrounds, and by the presence of dirt, stench, and vermin" that he witnessed while investigating the plight of the nation's urban dwellers.⁴⁰ The daily struggles dealt with by the wave of Southern and Eastern immigrants speak directly to the problems of rapid urbanization. Often immigrants were too poor, uneducated, and overworked to be able to move upward economically, socially, and politically. The urbanization of America's largest cities rapidly proliferated during this time, leaving those who could not keep pace to fall behind.

Women of the middle and upper class were the Progressive activists most committed to solving the problems of urbanization. They had resources in both time and money that facilitated their engagement in the process of acclimating immigrants to American life as a way to combat the ills of society. One such example is Jane Addams, who established the Hull House in Chicago, a settlement home serving immigrants as they transitioned into society and the workforce. Addams' position in the community resulted in her having many astute observations

⁴⁰ David M. Kennedy, and Thomas A. Bailey, introduction to "Jacob Riis Photographs the New York Tenements (1890), in *The American Spirit* (Boston: Wadsworth, 2010), 96.

on the immigrant groups whom she served over the years. Her impressions reflect upon the problems of urbanization. In a 1910 memoir in which Addams reflects upon her Hull House experiences, she attests to there being distinct differences between the first wave and second wave of immigrants. Addams recounts the first wave of immigrants, consisting of Irish and German people, came from a more prosperous background. Addams argues that this enabled these groups to effectively labor while in the workplace and live simply while at home. The second wave of immigrants, predominately Russian Jews, Italians, and Greeks, exhibited less desirable characteristics. Addams claims these groups relied on their English speaking children to provide the bulk of the family income, making the children subject to the horrors of common factory conditions. In Addams' opinion these groups lacked many of the skills necessary to move out of the settlement homes and propel themselves higher within society. Rather than this being a preference of these immigrant groups, it may have been an inescapable reality. Addams remarked:

This substitution of the older inhabitants is accomplished industrially also... The Jews and Italians do the finishing for the great clothing manufacturers, formerly done by Americans, Irish, and Germans, who refused to submit to the extremely low prices to which the sweating system has reduced their successors.⁴¹

It was commentary such as Addams' that compelled Progressive female activists to bring change to the people who suffered in the nation. The position of the working class poor was thought to have contributed to the rise in alcohol consumption and a general departure from traditional family values. Progressive women routinely mobilized to help those in need and "make the world more homelike." As historian Michael McGerr states, "Finally, as activist women moved from conventional domesticity to the front lines of... public struggle, they

⁴¹ Jane Addams, "Jane Addams Observes the New Immigrants (1910)," in *The American Spirit*, David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 107.

brought a useful ideological weapon – ironically, the rhetoric of domesticity itself.”⁴² Major goals of these efforts were to aid in the assimilation process of new immigrants and to restore morality to the public by prohibiting the sale of alcohol.

The Women’s Christian Temperance Union (WCTU) vigorously campaigned for antiliquor legislation.⁴³ When in 1919 the Eighteenth Amendment was ratified prohibiting the sale and consumption of alcohol across the country, it was a momentous victory for Progressive women. In 1926, advocates of prohibition were still defending their stance. During a congressional hearing, the president of the WCTU, Ella A. Boole, argued the benefits brought about by the law:

It is not easy to get at the facts about the effect of prohibition on health, morals, and economic [life] because they are interwoven with other causes... But the elimination of a preventable cause of poverty, crime... the diseases of middle life, unhappy homes, and financial depression brings results insofar as the law is observed and enforced.... The increase in home owning is another evidence that money wasted in drink is now used for the benefit of the family. Improved living conditions are noticeable in our former slum districts. The Bowery and Hell’s Kitchen are transformed.⁴⁴

The slums referred to in the testimony were areas the immigrant poor typically inhabited. Boole claims that as a result of ridding the tenements of alcohol, many of the issues of urbanization were solved for the poor working class who had strayed from familial convention. But other issues arose from the ban on alcohol. Bootlegging and gangsterism exploded and the

⁴² Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920*, (New York: Free Press, 2003), 53.

⁴³ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, (Boston: Wadsworth, 2013), 646-647.

⁴⁴ Hearings Before the Subcommittee of the Committee on the Judiciary, U.S. Senate, Sixty-ninth Congress, First Session (1926), “The WCTU Upholds Prohibition (1926), in *The American Spirit*, by David M. Kennedy and Thomas A. Bailey (Boston: Wadsworth, 2010), 281.

courts and jails were overextended with those in violation of prohibition.⁴⁵ In 1933 the Eighteenth Amendment was repealed and regulation given back to the state and local legislatures. It would seem the problems of urbanization were addressed and somewhat mitigated but not entirely resolved by Progressive female activists.

Conclusion

During the Progressive era, activists gathered in factions to tackle the problems of industrial capitalism, political corruption, and urbanization. The ills of the nation were exposed by muckrakers, fought against by organizations and direct action campaigns, and reformed by federal government legislation to cement lasting change. At their mightiest, Progressive activists successfully forced the regulation of the food and drug industry, dismantled corporate trusts, lessened political corruption and strengthened the political power of the people, agitated for labor rights, won suffrage for women, and worked to aid the poor working class populations of the nation's urban hubs. But by 1930 the Progressive era had ended. The public turned inward following World War I and rejected foreign influence and political dissent. Disillusionment with the government became common, and intervention was absent as the economy crumbled and the brink of the Great Depression neared. It was not until the rise of President Franklin D. Roosevelt and his New Deal for the American people that the nation's economic, political, and societal issues would be crusaded against once more.

⁴⁵ Ibid, p. 282.

Part 2: Literature Review

Ambitious teachers who incorporate simulation activities into the history classroom encourage active learning through participation and critical thinking, as opposed to the more traditional method of passive, lecture-based learning and memorization. Research indicates that students who engage in historical simulation appear highly motivated in class, retain content easily, and tend to score equally as high if not higher on standardized tests as students who do not experience classroom simulation learning techniques. Although content must be taught in preparation for state tests, and preparation and execution of simulations can be challenging, research shows that ambitious teachers use simulations successfully as a powerful learning tool in the classroom. Classroom simulation activities include the use of real or mock newspapers, debates, mock conferences, games, and role plays.

Although many educators use simulations as a teaching activity in the classroom, there is not a universal agreement on a strict definition for the term as simulations can be used in many fields. However, social studies researcher Cory Wright-Maley suggests four criteria that an activity should meet to be considered a bona-fide social studies simulation:

- Simulations reflect reality in a structured and limited way.
- Simulations illustrate significant dynamic events, processes, or phenomena.
- Simulations incorporate learners in active roles through which the phenomena are revealed.
- Simulations are pedagogically mediated.⁴⁶

⁴⁶ Cory Wright-Maley, "Beyond the "Babel problem": Defining simulations for social studies." *The Journal of Social Studies Research* 39, (April 1, 2015): 67, accessed April 20, 2017.

Wright-Maley says that verisimilitude should be the key feature of the first criterion with as much historical and structural accuracy in the simulation as possible: “Simulations must ... be rich enough with detail to engage the participant, complex enough to remain faithful to the phenomena they mirror, but simple enough that participants can quickly and effectively identify, parse, and isolate meaning from the activity.”⁴⁷

For the second criterion, Wright-Maley refers to dynamism that leads to variability: “I mean the potential for the simulation to flow in unscripted and unexpected directions based upon the decisions of the actors participating in the activity.”⁴⁸ Wright-Maley said such dynamism makes myriad alternatives possible within the structure of the simulation.

Further, such dynamism is linked with student participation, which is the third criterion. This means that all students are included in the simulation, according to Wright-Maley. This inclusion brings diversity to the simulation and allows the various elements of the system to contribute to the whole.⁴⁹

Finally, Wright-Maley describes pedagogical mediation as “the intentional interactions between adult and (student) that are oriented toward and respond to the (student’s) learning ...”⁵⁰ By this, Wright-Maley explains that certain lessons or conclusions can be missed or misunderstood without a teacher present to mediate the simulation.⁵¹

⁴⁷ Ibid, 67-68.

⁴⁸ Ibid, 67-68.

⁴⁹ Ibid, 68-69.

⁵⁰ Ibid, 69-70.

⁵¹ Ibid, 69.

Overall, Wright-Maley defines simulations thusly: “Pedagogically mediated activities used to reflect the dynamism of real life events, processes, or phenomena, in which students participate as active agents whose actions are consequential to the outcome of the activity.”⁵²

However, Wright-Maley suggests that not all educational activities are simulations, but that many activities include elements of games, role-play, and simulations that can overlap one another. Wright-Maley distinguishes among games, role-play, and simulations, and cites Model U.N. or debates as examples of simulations, Monopoly as a game, and acting out an event such as a Living History Museum as a role-play. He acknowledges that educators tend to conflate the terms and refer to all of them as simulations. In fact, he notes that games are frequently called simulation games, and that role plays fall within simulations.⁵³

Research into the use of historical simulation activities reveals that middle and high school teachers and college professors who incorporate the teaching method into their curriculum are passionate in their belief that using simulation brings history alive in a way that textbooks cannot convey. This literature review examines several simulations and outcomes. Erica Morin, a professor at Purdue University, feels that teaching “historical narratives that involve stringing together a series of wars and administrations” is an “uphill battle” and that doing so ignores the political, social, and cultural aspects of history.⁵⁴ Morin therefore developed a syllabus that maintains her pedagogical priorities, yet is structured around a newspaper motif.

⁵² Ibid, 70.

⁵³ Ibid, 71-73.

⁵⁴ Erica A. Morin, “Extra! Extra! Read All About It!: Structuring the U.S. History Survey Around the Motif of the Newspaper,” *History Teacher* 46, Issue 2 (Feb. 2013): 283, accessed Aug. 31, 2016.

She begins each class by using a “headlines” title slide that includes article titles from the *New York Times Historical* database to describe important events from the dates she would cover in that day’s lesson. “These real articles provide an excellent introduction and icebreaker for the lecture and give students context for larger national events,” she said.⁵⁵ Morin then moves to using other sections of the newspaper, such as Regional, World, Metro, Business, Arts and Style, Education, and Opinion to introduce other lecture topics.

Morin also uses the newspaper as a primary source throughout her course by assigning an “Exploring Newspapers” activity along with a written “Newspaper Assignment” early in the semester. She shows the class how to access the library database to read the newspaper online, and states: “For many undergraduates, this is their first exposure to primary source research.”⁵⁶ For the written assignment, students are asked to choose a real newspaper from one of the time periods to be studied in class and to summarize the content. They are also instructed to compare the front page with other sections of the paper. For the “Exploring Newspapers” assignment, the class is broken down into small groups, and pre-printed *New York Times* cover pages are distributed from different days for each period covered in the course. When the class regroups, a discussion ensues regarding students’ observations of topics, style, and layout. Morin states that this activity allows her to gauge which students enter the class with previous historical knowledge, which ones may be shy, and what some of their personal interests may be. She deems both activities as “extremely successful” and says that she “frequently refers to their paper topics and findings throughout the rest of the course.”⁵⁷

⁵⁵ Ibid, 284.

⁵⁶ Ibid, 288.

⁵⁷ Ibid, 288-289.

Morin routinely incorporates newspaper and magazine articles, cartoons, letters to the editor, advertisements, photographs, and modern media television reports and commercials into her three-day a week classes. She uses PowerPoint presentations with every lecture title taken from a *New York Times* article. When the class studies the Great Depression, Morin presents the photos of Dorothea Lange for discussion. She displays 1929 stock market crash headlines along with articles about the economic downturn of 2008, and discusses similarities. For the Dust Bowl, she uses an excerpt from Timothy Egan's book, *The Worst Hard Time*. Throughout the course, Morin also shows clips of FDR's fireside chats, the McCarthy hearing, the "Duck and Cover" atomic age public service clips, the newsreel of JFK's assassination, an excerpt from the Watergate tapes, LBJ's "daisy ad," and the *Challenger* explosion.⁵⁸

Morin states that the newspaper motif appeals to her students because they hail from a technologically media-savvy generation, of which newspapers are a part. Therefore, the newspapers are an accessible, less intimidating means through which students can explore history through primary sources. Morin desires that her students grasp the effects of historic events on the lives of ordinary Americans at the time through political, social, and cultural trends, and the newspapers further this goal. Her objective is "to challenge the notion that 'nothing important happened' to average people – especially women, minorities, immigrants, and the poor – and question why they were left out of the historical narrative for so long."⁵⁹

Morin says the motif is popular with students, based on feedback, course observations, and evaluations. Students remark that it was "fun," "interesting," "creative," "intriguing," "relatable," and "helps put things into perspective." *She states that most rewarding were the comments from*

⁵⁸ Ibid, 291.

⁵⁹ Ibid, 291.

students who plan to become teachers and have said they plan to follow her approach in their own future classrooms. Morin feels that she is not only making the class fun and interesting, but is able to connect with large numbers of students who are required to take the survey course, and that she is positively influencing their perceptions of history.⁶⁰

Just as the Purdue professor uses a newspaper motif to motivate students through a required college survey course, a simulation game can be used to help students better understand issues such as racial and economic inequality. Several researchers at a Midwest public university state that many students hold a belief that individual outcomes are predicated on initiative rather than historical or structural boundaries. When teaching how historically discriminatory policy can affect racial inequality across economic boundaries, the authors demonstrated the effectiveness of students learning key concepts from playing a Monopoly-like game called Ships and Shoes.⁶¹

The researchers say that active learning does enhance a student's understanding of topics better than traditional lecture formats. They say college classes are between 50 and 90 minutes, but the average attention span of a student is 15 minutes. The researchers also indicate that studies show that students have difficulty learning concepts that conflict with their existing beliefs. The Ships and Shoes game builds on the findings of earlier researchers that show how the active learning exercises in the game help students to better understand the factors that shape inequality.⁶²

The game is played on a Monopoly game board using the ship, car, hat, and shoe playing pieces. The ship starts the game with \$2,500, the hat starts with \$1,000, the car starts with \$500,

⁶⁰ Ibid, 292.

⁶¹ Vanessa Stout, Kelsy Kretschmer, Christopher Stout, "The Continuing Significance of History: An Active-Learning Simulation to Teach About the Origins of Racial Inequality," *Journal of Political Science Education* 12, no. 2 (2016): 230, accessed December 1, 2016.

⁶² Ibid, 231-232.

and the shoe starts with \$250. The pieces are meant to reflect different racial groups as well as economic diversity within each group. The ship represents wealthy whites with financial resources and little competition; the car represents poorer white who have opportunity but less financial resources; the hat represents upper class racial minorities who have financial resources but are unable to capitalize on opportunity due to discrimination and segregation; and the shoe represents the poorest minorities who are unable to own property due to both financial and institutional barriers. Several game boards may be used in a class, and often more than one student controls one of the pieces. Each student group rolls the dice, with the highest number going to the ship, next highest to the car, and on down the line. The game is played over two class periods with different sets of rules each day.⁶³

The game is played primarily by Monopoly rules, except when a player lands on a property and chooses not to buy it or is unable to, the property goes up for auction. Additional rules include:

- Neither the hat nor the shoe may begin playing until both the ship and the car make it around the board once. This mimics lack of opportunity minorities faced in competing for resources in early American history.
- The hat and shoe may only purchase property in the brown (Baltic and Mediterranean Avenues) and light blue areas (Oriental, Vermont, and Connecticut Avenues). If a hat or shoe lands on an available property outside these areas, it goes up for auction, but neither the hat nor shoe can bid. This represents housing segregation policies during the pre-Civil Rights era.

⁶³ Ibid, 232.

- Any player able and willing to pay \$1,000 in tuition can purchase a college degree. Students with a college degree earn \$400 when they pass go; those without earn \$200. This represents minorities' and poors' unequal access to education.
- Players can borrow \$200 from the bank with no interest after they have mortgaged all their properties. Players must repay all debt before they can collect cash from their properties or their salaries when they pass go. The uneven distribution of resources and institutional discrimination worked into the game mirrors pre-Civil Rights race relations.⁶⁴

Instructors are not to discuss the symbolism of each game piece and each rule until after the game is played on the second day. However, after day one, the teacher may give out a survey asking how fair the game is, whether the rules affect equality in the game, and to propose rule changes that would make the game fairer in the future. The authors state that in their experience players demand that property restrictions be removed for the hat and the shoe, and that there should be compensation for the hat and shoe to catch up to the other game pieces.⁶⁵

On day two, the teacher announces the following rule changes before play begins where the students left off the class before:

- The hat and shoe no longer have restrictions on where they can buy property.
- To make up for past inequality, the ship must immediately pay the hat and shoe \$300 each.
- To help the hat and shoe catch up in terms of wealth, the shoe and hat can pay for college at the discounted rate of \$600 before the game starts.

⁶⁴ Ibid, 232-233.

⁶⁵ Ibid, 234.

The rule changes reflect the changes that occurred following the Civil Rights movement to remove institutional barriers and to address inequality through affirmative action policies. Of course, new rules fail to address every issue of inequality, nor do they drastically alter the players' positions in the game. At the end of the day two, game players record their wealth and debt and retake the survey.⁶⁶

The teacher then assigns readings related to racial discrimination, segregation, inequality, and the Civil Rights Act prior to classroom discussion related to the lessons students drew from the game, then ask what connections students can make between the readings and the simulation game. In the surveys taken by the researchers, students perceived the game to be fairer on the second day, but not enough to eradicate inequality between the game pieces. One student wrote, "Most of the properties were already owned, leaving few options for the poor people." Another wrote, "It improved somewhat, but it did not fix previous inequality because the ship was still just as privileged and had already monopolized the board ... Privilege never goes away!" According to the authors, the students consistently pointed out in course evaluations that Ships and Shoes was one of the most valuable lessons they learned in the American history course.⁶⁷

A third simulation activity involves using model deliberative bodies in the classroom, and may serve to give students better understanding of the historical realities of a specific time and place. The researchers believe that a simulation such as the Paris Peace Conference of 1919, in which students guide their own learning, serves to make learning a more meaningful experience. "By calling on students to assume the role of historical agents, classroom simulations provide an ideal vehicle for developing historical empathy and higher-order thinking beyond the mere

⁶⁶ Ibid, 234.

⁶⁷ Ibid, 236-237.

memorization of names and dates and even traditional classroom discussion,” say the researchers. This mirrors comments made by Purdue professor Morin regarding stringing together events. The researchers say that a model deliberative body activity in the classroom can spur students’ historical thinking skills by requiring them to engage in content in an insightful manner.⁶⁸

The Paris Peace Conference convened in 1919 outside Versailles to establish peace at the end of World War I. Although nearly 30 nations participated, the United Kingdom, France, the United States, and Italy came to be known as the “Big Four,” who dominated the proceedings that led to the Treaty of Versailles and the end of the war. Negotiations were complex, and the treaty included the formation of the League of Nations. In fact, the participants met daily for six months to hammer out the specifics of the treaty.⁶⁹

The simulation takes place over either two days or four days, and is recommended as a culminating experience while studying World War I. Students play the role of delegates from the various nations, particularly the Big Four. Assessments are based on the quality of students’ written work, and an oral performance grade is also given. The researchers provide pre-established position papers for each nation, and suggest three major causes of World War I that should be taught as a prerequisite to the simulation.⁷⁰

On the first day of the simulation activity, students are organized into delegations representing 14 of the most prominent national groups that were present at the conference. This

⁶⁸ Anthony Pellegrino, Christopher Dean Lee, and Alex d’Erizans, “Historical Thinking through Classroom Simulation: 1919 Paris Peace Conference,” *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 85:4 (2012), 147, accessed December 1, 2016.

⁶⁹ Ibid, 148.

⁷⁰ Ibid, 148-149.

includes the United States, United Kingdom, France, Italy (Big Four), Northern Europe (Poles, Czechs/Slovaks), Southern Europe (Yugoslavs, Greeks, Romanians), Asia (Japanese, Chinese), and the Middle East (Jews, Arabs, Turks). Students are asked to read *Dulce et Decorum Est*, by soldier-poet Wilfred Owen, which details how the savagery of the war was experienced by combatants. This is to provide students with a sense of the cost of the conflict for which they are about to broker a peace treaty.⁷¹

Each student then receives a position paper which provides enough information to participate as a delegate from their assigned nation. The papers offer relevant history along with specific conference goals and expectations for each nation. The homework assignment is for students to read their position papers and provide written answers to the following questions:

- Determine three facts, events, or ideas learned from the position document that will be most relevant during the conference deliberations.
- Establish three important goals to be established by the end of the conference.
- Indicate three of the most formidable challenges the students believe they will face in achieving their goals.⁷²

During the second class meeting the teacher divides the student delegates into their four respective regional conflict areas. The four regions begin deliberations with a delegate from each of the Big Four present at each of the regional talks. The teacher then sets forth deliberation guidelines, such as that each student should be aware of the goals of deliberation, and that all delegates have equal opportunity to state a position and the reasons for it, and to respond to one another. Additionally, the teacher explains that it is up to the Big Four to make final conference

⁷¹ Ibid, 149.

⁷² Ibid, 149.

decisions for each group, and that the groups will probably each disagree with some portion of those decision.⁷³

On days three and four, once each regional group reaches a consensus, the Big Four must compose a two-page (double-spaced) position statement that details the debates that occurred and the reasoning behind the final position they took. Simultaneously, each delegate must write a one-page position paper that offers criticism and/or praise for the Big Four's decision, and the reasons for their position. The papers are structured as announcements to the world, and must speak to the audiences for which they are written. Next the teacher dismantles the regional groups and reorganizes the Big Four into national groups, and calls all delegates to convene as one group. Each of the Big Four national groups then writes two-page papers that detail a final position, and addresses each of the regional group statements in a comprehensive way. Once all papers are written, they are presented to the class. Finally, the teacher discusses with the class the actual conclusions reached by the Big Four at the conference. All written work is turned in for grading based on a pre-established rubric.⁷⁴

The content of most simulations can be modified for middle, high school, or college age groups and used successfully. Two researchers spent a year studying two eighth grade American history teachers in upstate New York who utilize ten simulations each throughout the school year. When state testing data was analyzed over a four-year period using data from that school and two similar schools in the district, the researchers found that the students outperformed their peers throughout the state, and scored in the same range as students at the two similar schools. According to the researchers, the findings mirror those of the U.S. History National Assessment

⁷³ Ibid, 150.

⁷⁴ Ibid, 150-151.

of Education Progress (NAEP) data from 2007, which suggests that when teachers use a variety of teaching methods, students outperform their peers in traditional classrooms.⁷⁵

The teachers in this study engaged their students in a mock Supreme Court case simulation, a role play simulation involving the students acting as immigrants arriving at Ellis Island, and a 1929 stock market crash game, among others. In advance of the simulation activities the teachers prepared the classes using lecture, power point, and film to teach background information and give students factual knowledge. The students were given various homework assignments which involved thought-provoking questions to answer. Students were asked to dress in costume for their parts on the day of each simulation, and each activity was discussed at length during the next class period.

The teachers in the study feel that learning rather than test scores should drive instructional decision making. They also selected their simulations carefully, as they expressed that their objective was to help students develop critical thinking skills while engaging with the past. The teachers have won several awards in the community for their teaching, and enjoy the support of their principal and many of the parents of students. One of the teachers summed up their joint perspective:

Simulations are like the engine of the course. The textbook isn't in the center of the course, the simulations are. We absolutely still do lecture, have PowerPoint presentations, have students watch videos, and write DBQ's, and do all the traditional things, but the course, in many ways, is centered around active learning as opposed to being centered around state assessment or textbooks ...⁷⁶

⁷⁵ Lorrei DiCamillo & Jill M. Gradwell, "Using Simulations to Teach Middle School History in an Age of Accountability," *RMLE Online*, 35:7, 1-2, 13, accessed April 15, 2017.

⁷⁶ *Ibid*, 5-12.

Research indicates that using simulation activities such as games, role plays, conferences, debates, and newspapers in the classroom encourage active learning more so than the traditional passive style of lectures. The active method appears to enable students to absorb and retain information just as well as, if not better than, more traditional methods. It appears to motivate students to enjoy history classes more, and to stimulate critical thinking and empathic awareness. Despite the pressures of preparing for state testing, teachers who employ simulations in the classroom appear to be ambitious and to enjoy the challenges of creating and executing active learning pedagogy with their students. Test scores that have been measured indicate that students who are taught with active learning methods score as high if not higher than students taught in traditional classrooms. Therefore, further research into the impact of active learning versus traditional teaching is warranted. Further assessments into the use of simulations in history classes need to be measured against scores of students in traditional classrooms where simulation is not used. Research into which types of simulations produce better results, and under what circumstances, may encourage more teachers to implement simulations into their classrooms if continued positive outcomes can be shown through increased test scores.

Part 3: Curriculum

Newspaper Motif Simulation

Lesson Topic

The Influence of Muckrakers During the Era of Progressivism

Content Objectives

Students will understand:

1. The progressive response to the problems of industrial capitalism, urbanization, and political corruption.
2. The influence of muckraking journalists during the progressive era in America.
3. The impact of social, political, and economic change and reform on the American state and its citizens.

Students will be able to:

1. Identify and describe the major problems progressives tackled within industrial capitalism, urbanization, and political corruption.
2. Pinpoint important socio-cultural elements of American life during the progressive era.
3. Identify and describe moments of social change and reform during the progressive era.
4. Navigate an online database to find and examine primary sources.
5. Use primary and secondary sources that are valid, authentic, and trustworthy.

Standards

NSS-USH.5-12.7: Understands how Progressives and others addressed the problems of industrial capitalism, urbanization, and political corruption.

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

Materials

Writing Utensil

Paper

Primary Source Documents

Computer

Internet Access

Overhead Projector

Key Terms

Muckrakers

Industrial Capitalism

Trustbusting

Sherman Antitrust Act

Meat Inspection Act

Pure Food and Drug Act

Muller v. Oregon

Lochner v. New York

Urbanization

Tenement Homes

Political Corruption

Bossism

Seventeenth Amendment

Methods

Word Bank

Semantic Mapping

Cooperative Groups

Visual Aids

Procedure

I. Introduction

The instructor will introduce the lesson and review the content objectives to the class. To immediately involve and motivate the students, the instructor will preview authentic newspaper headlines from the progressive era via an overhead projector. The newspaper headlines will consist of exposing reports made by muckraking journalists that impacted the public at large to effect change. As the instructor previews the headlines students will be challenged to share what they know about the general time period, what questions they may have about the headlines presented, and what their thoughts are on how journalism can impact public perception. Many of the student contributions will be written on the board and revisited after the lesson and activity have been completed.

II. Presentation

1. The key terms of the lesson will be introduced to the students. They will be added to a class word bank and should also be added to the students' individual word banks for study purposes.
2. Students will be shown a brief video about muckraking photojournalist Jacob Riis and his exposé of New York City tenement slums.
3. Students will be given a lecture by the instructor which details the origins of progressivism, the practice of muckraking, major figures who muckraked, and the influence on the American people and how change was brought to social, economic, and political problems in the nation. The major takeaways from the lecture will be placed into a whole class semantic map to organize the material. Students will be required to take notes based off of this method.
4. Photos of Upton Sinclair, Jacob Riis, Ida Tarbell, and Lincoln Steffens will be shown. This will help students connect a face to a name and make what may be abstract more concrete.

III. Exploring Newspapers Activity

1. Students will be given directions and tasks to complete for the Exploring Newspapers Activity.
2. Students will be placed into cooperative groups to complete the activity.
3. Students will use computers to navigate Google or The New York Times archives to locate specific articles and/or books published in the progressive era.

4. Students will read through one article to prepare points to discuss with the whole class.
5. Each group will present a short summary of their source, the main complaint or injustice presented in the source, and why this may have been impactful to the public during the progressive era.
6. The whole class will engage in a discussion of the presentations and will revisit the initial questions and thoughts documented at the beginning of the class period.

IV. Newspaper Summary Activity

1. Students will return to their usual seats.
2. Students will be given the directions and expectations for the Newspaper Summary Activity.
3. Students will write two to three paragraphs on the day's lesson and activity. Students will be instructed to use their notes, supplemental material from the content presentation, and the primary source documents located during the Exploring Newspapers Activity. Students will be instructed to address the following criteria in their written response:
 - A. What issues did muckrakers expose and why?
 - B. How did this journalism help the American public and why?
 - C. Discuss the most interesting and/or informative thing you learned about muckraking during the progressive era.
4. Students will turn in their papers for grading at the end of class. Students will receive the papers back at the beginning of the next class period and save them for study purposes.

Assessment

Informal:

Students will be observed during the class activities. The work completed by students during the activities will be graded to monitor progress and assess levels of understanding.

Formal:

1. Students will identify three photos of people and/or places central to the progressive era and muckraking.
2. Students will identify and define five to seven key terms and figures from the progressive era and muckraking. Students will be required to write three to five sentences that detail the key term or figure and provide accurate historical context and significance.
3. Students will write three to five short essay responses that answer cause and effect questions about major events and influencers concerning the progressive era and muckrakers. Each response should be about one to two paragraphs in length.

Resources

1. "The Jungle" (1901) Book by Upton Sinclair
2. "The Man with the Muck-Rake" (1906) Speech by Theodore Roosevelt
3. "The Shame of the Cities" (1904) Book by Lincoln Steffens

4. "The Bitter Cry of the Children" (1906) Book by John Spargo
5. "Practices of the Standard Oil Company" (1904) Book by Ida Tarbell
6. Jacob Riis Photographs the New York Tenements (1890)
7. Video: How Jacob Riis Exposed New York City's Tenement Slums
<http://www.history.com/topics/new-york-city/videos/jacob-riis?m=528e394da93ae&s=undefined&f=1&free=false>

Name:

Date:

Period:

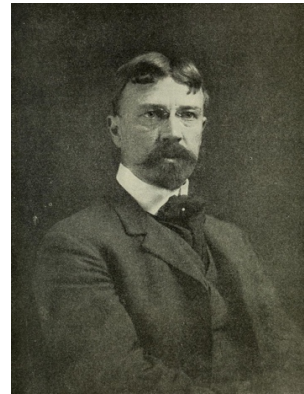
Exam #1

Photo Identifications

Examine the photos below and identify the name of the person and/or place present in each image.







Key Term Identifications

In three to five sentences explain each term and provide the historical context and significance.

1. Muckraking

2. Industrial Capitalism

3. Political Corruption

4. Urbanization

5. Trustbusting

6. Bossism

3. What are some of the reforms and regulations that muckrakers helped influence?

4. How did monopolies, such as John D. Rockefeller's Standard Oil Company, impact industry and workers?

5. How did the “other half” live according to Jacob Riis?

Monopoly Game Simulation

Lesson Topic

Socioeconomic Inequality During the Progressive Era

Content Objectives

Students will understand:

1. The progressive response to the problems of industrial capitalism, urbanization, and political corruption.
2. Socioeconomic disparity among groups of people during the progressive era.
3. How innovation in steel, oil, transportation, communication, and business practices affected the economy of the United States.
4. How the United States transitioned from agrarian to an industrial society and the resulting implications.

Students will be able to:

1. Identify and describe the major problems progressives tackled within industrial capitalism, urbanization, and political corruption.
2. Pinpoint groups of people who prospered and were impoverished during the progressive era and explain why.
3. Identify and describe how innovation in industry affected the economy of the United States.
4. Discuss why change and reform occurred during the progressive era.

Standards

NSS-USH.5-12.7: Understands how Progressives and others addressed the problems of industrial capitalism, urbanization, and political corruption.

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

Materials

Writing Utensil

Paper

Computer

Internet Access

Overhead Projector

Monopoly Board Game

Key Terms

Industrial Capitalism

Sherman Antitrust Act

Labor Unions

Muller v. Oregon

Lochner v. New York

Agrarian

Urbanization

Tenement Homes

Political Corruption

Seventeenth Amendment

Socioeconomics

Immigration

Suffrage

Nineteenth Amendment

Methods

Word Bank

Semantic Mapping

Cooperative Groups

Visual Aids

Procedure

I. Introduction

The instructor will introduce the lesson and review the content objectives to the class. To immediately involve and motivate the students, photos depicting the big industry, corrupt politicians, common laborers, and other underrepresented groups such as minorities and women of the progressive era will be passed around the classroom. After examining the photos, the students will be asked to share their initial observations and thoughts about what they have just seen. Students should be guided by the instructor to notice any obvious differences among the circumstances and environments shown in the photos. Many student contributions will be documented for later review after the lesson and activities.

II. Presentation Day One

1. The key terms of the lesson will be introduced to the students. They will be added to a class word bank and should also be added to the students' individual word banks for study purposes.
2. Students will be shown a brief video about labor conditions during the progressive era.
3. Students will be given a lecture by the instructor which details the origins of big industry, corrupt political practices, common labor conditions, and the daily plight of other underrepresented groups such as minorities and women. The major takeaways from the lecture will be placed into a whole class semantic map to organize the material. Students will be required to take notes based off of this method.

III. Game Play: Day One

1. Students will be given the rules and directions necessary to play the Monopoly Game Activity. The rules are as follows:
 - A. The Ship represents Big Industry and begins the game with \$2,500.
 - B. The Hat represents Corrupt Politicians and begins the game with \$1,000.
 - C. The Car represents Laborers and begins with \$500.
 - D. The Shoe represents other Underrepresented Groups such as minorities and women and begins with \$250.
 - E. Each student group rolls the dice with the highest number going to the Ship, the next highest to the Hat, the second lowest to the Car, and the lowest to the Shoe.
 - F. Neither the Hat nor Shoe may begin until both the Ship and the Car make it around the board once.

- G. The Hat and Shoe may only purchase property in the brown (Baltic and Mediterranean Avenues) and the light blue areas (Oriental, Vermont, and Connecticut Avenues). If the Hat or Shoe lands on an available property outside of these areas, it goes up for auction but neither the Hat nor Shoe can bid.
 - H. Any player able and willing to pay \$1000 in tuition can purchase a college degree. Students with a college degree can earn \$400 when they go; those without earn \$200.
 - I. Players can borrow \$200 from the bank with no interest after they have mortgaged all of their properties. Players must repay all debt before they can collect cash from their properties or their salaries when they pass GO.
2. Students will be placed into cooperative groups to complete the game play.
 3. While students are engaging in this activity the instructor will check in with the groups periodically to ask questions and maintain desired behavior.

IV. Written Response Activity

1. After game play students will return to their usual seats.
2. Students will be directed to write a one to two paragraph summary of their thoughts on the game. Students should consider the fairness, difficulty, and obstacles they may have faced due to the unequal rules.
3. Students will turn the summary in for a grade at the end of class and returned at the beginning of the next class.

V. Presentation Day Two

1. The content from the previous lesson will be reviewed.
2. Students will share with the whole class their thoughts on the game play based on what they wrote in their summaries.
3. Students will suggest ways in which the rules should change to make the game play more equal.

VI. Game Play: Day Two

1. Students will be given new rules and directions to play the Monopoly Game Activity. The new rules are as follows:
 - A. The Hat and Shoe no longer have restrictions on where they can buy property.
 - B. To make up for past inequality, the Ship must immediately pay the Hat and Shoe \$300 each.
 - C. To help the Hat and Shoe catch up in terms of wealth, the Shoe and Hat can pay for college at a discounted rate of \$600 before the game starts.
2. Students will be placed into cooperative groups to complete the game play.
3. While students are engaging in this activity the instructor will check in with the groups periodically to ask questions and maintain desired behavior.

VII. Whole Class Discussion

1. Students will discuss the new rules and how they may have impacted the game play for the better or worse.
2. Students will be instructed to speak about the difficulty and/or ease with which their playing pieces were able to navigate the board.
3. The initial observations and thoughts made by students will be revisited in relation to the game play.

VIII. Written Response Activity

1. Students will return to their usual seats.
2. Students will be directed to write two to three paragraphs about the lesson and game play activities. Students will be instructed to use their notes, supplemental materials from the presentation, and their first written response. Students will be instructed to address the following criteria in their written response:
 - A. Who prospered and who suffered economically during the progressive era and why?
 - B. How did the monopoly game represent these circumstances? What did you learn from the game play?
 - C. Was equality for the playing pieces reached after the rules were changed? How did this shift mimic reform efforts during the progressive era?

Assessment

Informal:

Students will be observed during the class activities. The work completed by students during the activities will be graded to monitor progress and assess levels of understanding.

Formal:

1. Students will identify three photos of people and/or places central to the progressive era and big industry, political corruption, labor, and other underrepresented groups.
2. Students will identify and define five to seven key terms and figures from the progressive era and big industry, political corruption, labor, and underrepresented groups. Students will be required to write three to five sentences that detail the key term or figure and provide accurate historical context and significance.
3. Students will write three to five short essay responses that answer cause and effect questions about major events and influencers concerning the progressive era and big industry, political corruption, labor, and other underrepresented groups. Each response should be about one to two paragraphs in length.

Resources

1. "A Letter from J.P. Morgan & Co Denying the Existence of a Trust (1913)"

2. "The Old Order Changeth: A View of American Democracy" Book by (1910) William Allen White
3. Lochner v. New York Written Decision by Justice Rufus W. Peckham (1905)
4. "What Eight Million Women Want" (1910) Book by Rheta Childe Dorr
5. Twenty Years at the Hull House" (1910) Book by Jane Addams
6. Video: Labor Conditions in the Coal Mines
<http://www.history.com/topics/labor/videos/jp-morgan-battles-coal-miners-in-1902?m=528e394da93ae&s=undefined&f=1&free=false>

Name:

Date:

Period:

Exam #2

Photo Identifications

Examine the photos below and identify the name of the person and/or place present in each image.



Key Term Identifications

In three to five sentences explain each term and provide the historical context and significance.

1. Industrial Capitalism

2. Political Corruption

3. Urbanization

4. Sherman Antitrust Act

5. Lochner v. New York

6. Tenement Homes

7. Suffrage

3. What groups of people prospered and struggled during the progressive era and why?

Historical Agents Simulation

Lesson Topic: Understanding the Platforms of Progressivism

Content Objectives

Students will understand:

1. The progressive response to the problems of industrial capitalism, urbanization, and political corruption.
2. The many platforms of progressivism, their goals, and how they worked to bring about change.
3. The importance of the social change and reform that each platform of progressivism brought about.

Students will be able to:

1. Identify and describe the major problems progressives tackled within industrial capitalism, urbanization, and political corruption.
2. Identify and describe the many platforms of progressivism, their goals, and how they worked to bring about change.
3. Analyze how each platform worked independently and/or interdependently to achieve their goals.

Standards

NSS-USH.5-12.7: Understands how Progressives and others addressed the problems of industrial capitalism, urbanization, and political corruption.

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

Materials

Writing Utensil

Paper

Primary Source Documents

Computer

Internet Access

Overhead Projector

Key Terms

Industrial Capitalism

Trustbusting

Sherman Antitrust Act

Urbanization

Tenement Slums

Immigration

Prohibition

Eighteenth Amendment

Political Corruption

Bossism

Initiative

Referendum

Recall

Seventeenth Amendment

Methods

Word Bank

Semantic Mapping

Cooperative Groups

Visual Aids

Procedure

I. Introduction

The instructor will introduce the lesson and review the content objectives to the class. To immediately involve and motivate the students, pictures representing industrial capitalism, urbanization, and political corruption will be shown to the whole class. Students will be encouraged to ask questions, share their current knowledge, and make general observations about what they see. Many student comments will be documented for later review.

II. Presentation

1. The key terms of the lesson will be introduced to the students. They will be added to a class word bank and should also be added to the students' individual word banks for study purposes.
2. Students will be given a lecture by the instructor which details the progressives who worked to solve the problems of industrial capitalism, urbanization, and political corruption and what their efforts ultimately produced. Students will be instructed on the moments in which the platforms worked together and clashed.
3. The major takeaways from the lecture will be placed into a whole class semantic map to organize the material. Students will be required to take notes based off of this method.

III. Platforms of Progressivism Group Activity

1. Students will be given directions and tasks to complete for the Platforms of Progressivism Debate Activity.
2. Students will be placed into three cooperative groups.
3. Students in each group will represent the interests of progressives working to solve the problems of industrial capitalism, urbanization, and political corruption.
4. Students will read additional primary and secondary sources about their own group's interests and that of the other groups to begin building their argument and desired reform measures.
5. Students will be instructed to prepare three facts, three reforms, and three areas for potential compromise that exist within their group to present at the debate. This will also be turned in for a grade at the end of the class period.
6. While students are engaging in this activity the instructor will check in with the groups periodically to ask questions and maintain desired behavior.

IV. Platforms of Progressivism Debate Activity

1. Students will begin debate proceedings. Each group will give an opening statement for two to three minutes in length which will overview their position, reform requests, and areas for compromise and/or joint efforts with the other groups. Each group will then be given a one to two minute clarification and/or rebuttal opportunity.
2. Each group will specifically describe their desired outcomes.
3. The debate will pause and each group will independently discuss possible resolutions.
4. Each group will be instructed to retain at least one of their desired reform measures, must agree to compromise with another group over at least one area, and all groups must agree to work with each other to solve one collective problem within their resolution.
5. The groups will return to the debate proceedings. Each group will be given two to three minutes to detail their resolutions.
6. The instructor will act as mediator and keep track of the proposed resolutions as they are announced. The instructor will make note of when the resolutions align and when they clash.
7. The groups will review the areas in which their proposed resolutions clash and discuss with each other the ways in which they can reach an agreement.
8. Once the groups reach a consensus the debate will end.

V. Written Response Activity

1. Students will participate in a whole class discussion about the debate and the final resolution. Students will also review their initial comments and discuss them using their newly acquired knowledge on the subject.
2. Students will return to their usual seats.
3. Students will write a two to three paragraph response which includes the following points:
 - A. How effective was the debate activity? What did you like and/or dislike?
 - B. Describe the final resolution. What reform measures were achieved? Was anything of importance left out that you think should have been included?
 - C. How would the achieved reform measures have change society during the progressive era?
4. The written responses will be turned in at the end of the class period for a grade and returned for later study purposes.

Assessment

Informal:

Students will be observed during the class activities. The work completed by students during the activities will be graded to monitor progress and assess levels of understanding.

Formal:

1. Students will identify three photos of people and/or places central to the progressive era and the problems of industrial capitalism, urbanization, and political corruption.

2. Students will identify and define five to seven key terms and figures from the progressive era and the problems of industrial capitalism, urbanization, and political corruption. Students will be required to write three to five sentences that detail the key term or figure and provide accurate historical context and significance.
3. Students will write three to five short essay responses that answer cause and effect questions about major events and influencers concerning the progressive era and the problems of industrial capitalism, urbanization, and political corruption. Each response should be about one to two paragraphs in length.

Resources

1. "Other People's Money" (1914) Article by Louis D. Brandeis
2. Hearing Before the Sub-Committee on the Judiciary About Prohibition (1926) Speech by Ella A. Boole
3. "Twenty Years at the Hull House" (1910) Book by Jane Addams
4. Jacob Riis Photographs the New York Tenements (1890)
5. "The Old Order Changeth: A View of American Democracy" Book by (1910) William Allen White
6. "The Shame of the Cities" (1904) Book by Lincoln Steffens

Name:

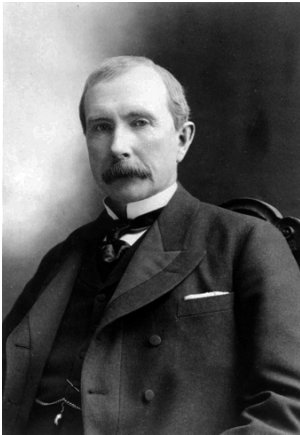
Date:

Period:

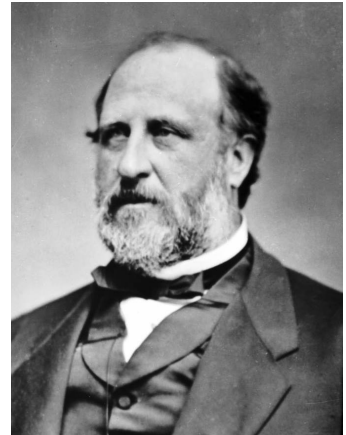
Exam #3

Photo Identifications

Examine the photos below and identify the name of the person and/or place present in each image.







Key Term Identifications

In three to five sentences explain each term and provide the historical context and significance.

1. Industrial Capitalism

2. Political Corruption

3. Urbanization

4. Trustbusting

5. Seventeenth Amendment

6. Eighteenth Amendment

7. Nineteenth Amendment

3. How did reform in industry and politics change the nation?

Instruction and Activities Rubric

	Excellent	Good	Fair	Poor
Instruction Involvement	Student is attentive and focused during instruction. Student actively takes notes, examines photos, watches videos, and critically thinks during instruction.	Student is attentive and focused during instruction. Student takes notes, examines photos, watches videos, and critically thinks during instruction only when necessary.	Student struggles to be attentive and focused during instruction. Student rarely takes notes, examines photos, watches videos, and critically thinks during instruction.	Student is not attentive or focused during instruction. Student does not take notes, examine photos, watch videos, or critically think during instruction.
Activity Participation	Student is actively involved in the classroom activity. Student makes an effort to connect with the content, their peers, and to contribute positively to the group work.	Student is involved in the classroom activity. Student connects with the content, their peers, and contributes positively to the group work only when necessary.	Student is somewhat involved in the classroom activity. Student makes little attempt to connect with the content, their peers, and to contribute positively to the group work.	Student does not involve themselves in the classroom activity. Student does not connect with the content, their peers, or contribute positively to the group work.
Written Response	Student provides coherent and in-depth analysis and/or reflection on the lesson and activity completed in class. Student supports their claims with evidence from the lesson and activity. The response meets the length requirement.	Student provides coherent analysis and/or reflection on the lesson and activity completed in class. Student supports their claims with some evidence from the lesson and activity. The response meets the length requirement.	Student provides analysis and/or reflection on the lesson and activity completed in class. Student lacks evidence that supports their claims from the lesson and activity. The response does not meet the length requirement.	Student does not provide analysis and/or reflection on the lesson and activity completed in class. Student does not support their claims from the lesson and activity. The response does not meet the length requirement.

Assessment Rubric

	Excellent	Good	Fair	Poor
Facts	Student uses evidence and facts from the lesson, activities, and document resources to respond to the identification or question. The facts and evidence used are true and properly attributed.	Student uses some evidence and facts from the lesson, activities, and document resources to respond to the identification or question. The facts and evidence used are true and properly attributed.	Student rarely uses evidence and facts from the lesson, activities, and document resources to respond to the identification or question. The facts and evidence used are true and properly attributed.	Student does not use evidence or facts from the lesson, activities, and document resources to respond to the identification or question.
Analysis	Student provides coherent and in-depth analysis in response to the identification or question. Student provides accurate historical significance and ties in facts and evidence from the lesson, activities, and document resources.	Student provides analysis in response to the identification or question. Student provides some accurate historical significance and ties in facts and evidence from the lesson, activities, and document resources.	Student has little analysis in response to the identification or question. Student rarely provides accurate historical significance and struggles to tie in facts and evidence from the lesson, activities, and document resources.	Student does not provide analysis in response to the identification or question. Student does not provide accurate historical significance and does not tie in facts and evidence from the lesson, activities, and document resources.
Writing	Student has no errors in punctuation, spelling, and sentence structure. The writing style aids the understanding of the response.	Student has minimal errors in punctuation, spelling, and sentence structure. The writing style mostly aids in the understanding of the response.	Student has many errors in punctuation, spelling, and sentence structure. The writing style is unclear and rarely aids in the understanding of the response.	The student lacks punctuation, exhibits poor spelling abilities, and struggles to properly construct a sentence. The writing style does not aid in the understanding of the response.

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