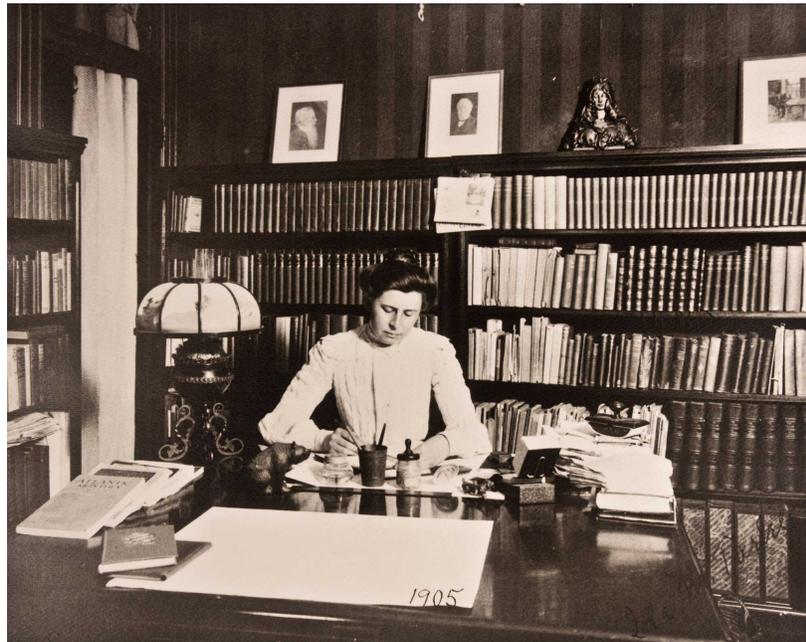


*9-12 and Muckrakers Inquiry*

# *What Impact Do Investigative Journalists Have on Society?*



*The Ida M. Tarbell Collection. 1905. Pelletier Library, Allegheny College, Meadville PA.  
<https://www.pbs.org/wgbh/americanexperience/features/ida-tarbell-pioneering-journalist/>*

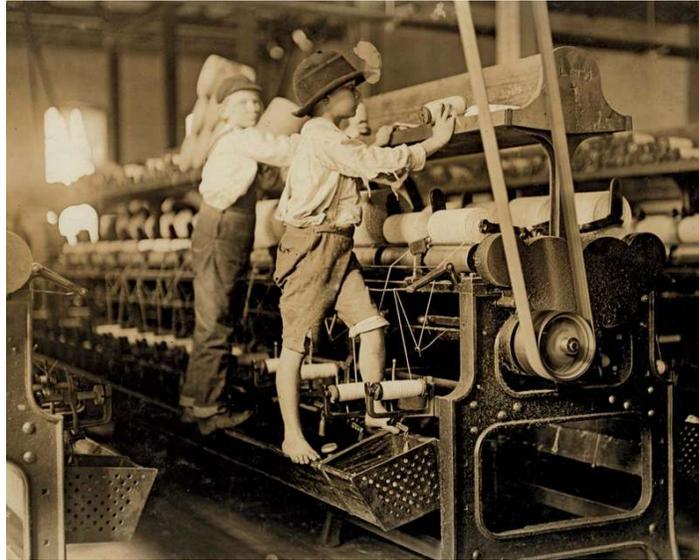
## Supporting Questions

1. Did big business do more to help or hurt the American worker?
2. Was Ida Tarbell correct about Rockefeller's unjust practices?
3. How did people react to muckrakers?

### 9-12 Muckrakers Inquiry

| Compelling Question?                          |  |
|---|--|
| <p><b>Content Angle and Standards</b></p>     | <p><b>D1.1.9-12.</b> Explain how a question reflects an enduring issue in the field.</p> <p><b>D1.2.9-12.</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p><b>D2.His.7.9-12.</b> Explain how the perspectives of people in the present shape interpretations of the past.</p> <p><b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</p> |
| <p><b>Staging the Compelling Question</b></p> | <p>In staging the compelling question, show students the following photos.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Hines, Lewis Wickles. 1913. "Fourteen year old spinner in a Brazos Valley Cotton Mill."<br/><a href="https://www.loc.gov/pictures/item/2018677658/">https://www.loc.gov/pictures/item/2018677658/</a></p>   |

C3 TEACHERS  
The Remedial Herstory Project  
The New Hampshire Council for the Social Studies



Library of Congress, Washington, D.C. (LC-DIG-nclc-01581)



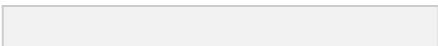
"Steel workers gaze on as molten steel is poured from ladle to casts at Homestead Steel Works." December 31, 1914. Retrieved from <https://www.pbs.org/wgbh/americanexperience/features/carnegie-steel-business/>

Ask students the following questions to invoke thought about the conditions of working in industrial America:

1. What observations do you make about these photos?
2. What can we assume about working conditions in factories and mills based on these photos? Why are they like that?

|  |   |  |
|--|---|--|
| <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Supporting Question 1</b></p> <p>Did big business do more to help or hurt the American worker?</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Formative Performance Task</b></p> <p>After reviewing the sources, write a paragraph arguing if big business did more to help or hurt the American worker using evidence from the sources to support the claim.</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Featured Sources</b></p> <ul style="list-style-type: none"> <li>● <b>Source A: Weath, Andrew Carnegie</b></li> <li>● <b>Source B: Essay, Spencer Ware</b></li> <li>● <b>Source C: Production Costs and Selling Prices, Carnegie Steel</b></li> <li>● <b>Source D: Chart, Historical Statistics of the United States</b></li> <li>● <b>Source E: Interview with Steel Mill Worker</b></li> <li>● <b>Source F: Donations of Andrew Carnegie</b></li> <li>● <b>Source G: Cartoon, <i>Saturday Globe</i></b></li> <li>● <b>Source H: Cartoon, <i>Puck</i> magazine</b></li> <li>● <b>Source I: Cartoon, <i>McClure's</i> magazine</b></li> <li>● <b>Source J: Cartoon, <i>New York Times</i></b></li> <li>● <b>Source K: U.S. Labor Force Chart</b></li> </ul> | <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Supporting Question 2</b></p> <p>Was Ida Tarbell correct about Rockerfeller's unjust practices?</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Formative Performance Task</b></p> <p>Write a letter to Ida Tarbell addressing if you believe she was correct or incorrect about Rockerfeller's unjust practices.</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Featured Sources</b></p> <p><b>Source A: The History of the Standard Oil Company</b><br/> <b>Source B: Clash of Titans</b><br/> <b>Source C: The Cleveland Massacre</b><br/> <b>Source D: Legacy of Standard Oil</b></p> | <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Supporting Question 3</b></p> <p>How did people react to muckrakers?</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Formative Performance Task</b></p> <p>Write a paragraph addressing the supporting question, how did people react to muckrakers?</p> <p style="text-align: center; background-color: #0056b3; color: white; padding: 2px;"><b>Featured Sources</b></p> <p><b>Source A: The Man with the Muke Rake, Theodore Roosevelt</b><br/> <b>Source B: Muckrakers</b></p> |
|--|---|--|

|   |  |
|---|--|
| <p style="background-color: #0056b3; color: white; padding: 2px;"><b>Summative Performance Task</b></p> | <p><b>ARGUMENT:</b> What impact do investigative journalists have on society? Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p><b>EXTENSION.</b> After the above lessons, consider one of the following extensions to the learning.</p> <ol style="list-style-type: none"> <li>1. <b>Discussion:</b> Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?</li> </ol> |
|---|--|



|                                      |   |
|--------------------------------------|---|
|                                      | <ol style="list-style-type: none"> <li>2. <b>Four Corner Debate:</b> Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.</li> <li>3. <b>Socratic Seminar:</b> Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.</li> <li>4. <b>Structured Academic Controversy:</b> Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.</li> <li>5. <b>Reacting to the Past:</b> Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.</li> </ol> |
| <p><b>Taking Informed Action</b></p> | <p><b>UNDERSTAND</b> The way women were treated in the past often times persists into the present in how we teach about it or in societal norms that have not changed. Students can examine the way that this issue is addressed in textbooks and standards, as well as exploring the ways that the issues at play are still relevant.</p> <p><b>ASSESS</b> Students should consider <i>what should be done</i> today to correct either the portrayal of women from this period in history or the issues at play?</p> <p><b>ACT</b> Students could take informed action in one of the following ways:</p> <ol style="list-style-type: none"> <li>1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.</li> <li>2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.</li> <li>3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.</li> <li>4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.</li> </ol>  |

\*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.

## Overview

### Inquiry Description

This inquiry leads students through an investigation of the practices of big businesses during the American Industrial Revolution. Students will be exploring the role of investigative journalists in identifying, exposing, and changing aspects of society.

This inquiry highlights the following additional thematic standards from NCSS:

- **POWER, AUTHORITY, AND GOVERNANCE:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- **TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experiences that provide for the study of the past and its legacy.
- **CULTURE:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

This inquiry also highlights the following additional thematic standards from the Common Core:

- Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Key Ideas and Details 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Key Ideas and Details 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Key Ideas and Details 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- Key Ideas and Details 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Text Types and Purposes 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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It is important to note that this inquiry requires prerequisite knowledge of some key terms, which are defined and provided to students in the inquiries where relevant. Students should have an understanding of working conditions average citizens faced in factories, the growth of monopolies, and industrialists (Rockerfeller, Carnegie, etc...).

Note: This inquiry is expected to take 3-4 class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.



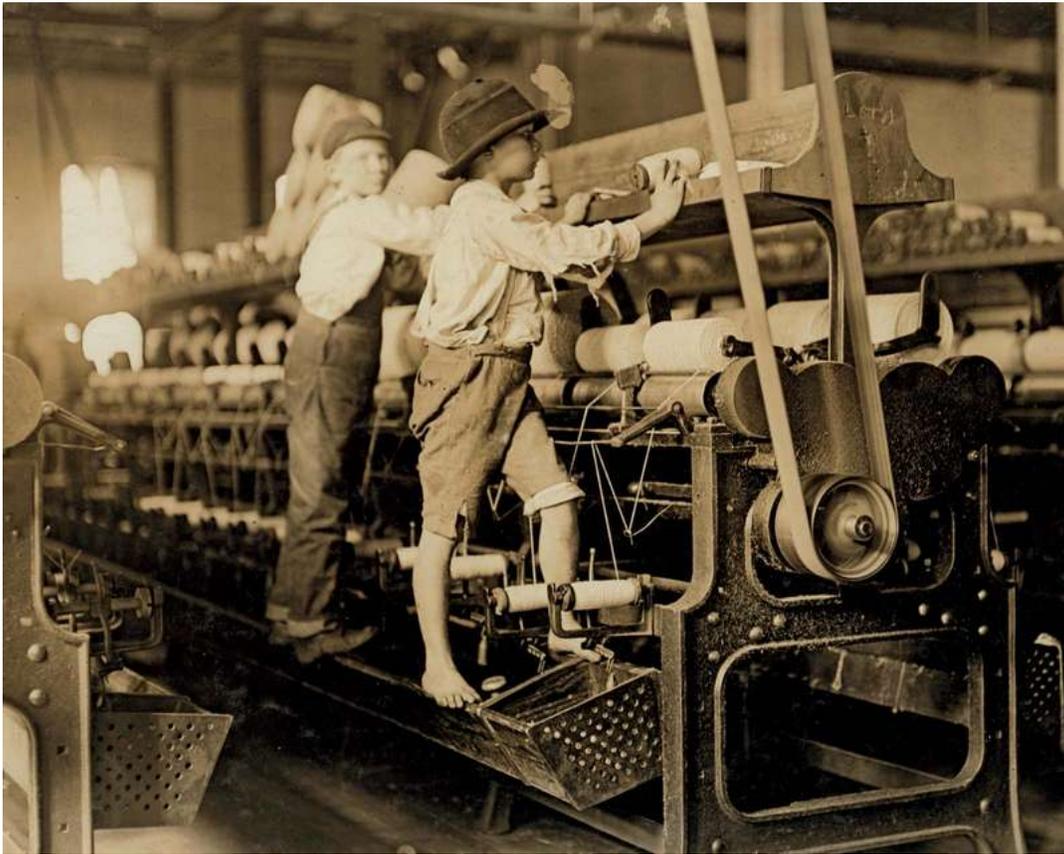
## Staging the Compelling Question

In staging the compelling question, show students the following photos.



Hines, Lewis Wickles. 1913. "Fourteen year old spinner in a Brazos Valley Cotton Mill."  
<https://www.loc.gov/pictures/item/2018677658/>

## C3 TEACHERS



*Library of Congress, Washington, D.C. (LC-DIG-nclc-01581)*



*"Steel workers gaze on as molten steel is poured from ladle to casts at Homestead Steel Works." December 31, 1914. Retrieved from <https://www.pbs.org/wgbh/americanexperience/features/carnegie-steel-business/>*

Ask students the following questions to invoke thought about the conditions of working in industrial America:

3. What observations do you make about these photos?
4. What can we assume about working conditions in factories and mills based on these photos? Why are they like that?

Supporting Question 1

This lesson was influenced by the The Rise of “Big Business” After the Civil War by John Huber-MacNealy.

Huber-MacNealy, John. 2018. The Rise of “Big Business” After the Civil War.  
<https://drive.google.com/file/d/1CHuBfmn53fsNe0YCd7OgeNUMfG4xQytd/view?usp=sharing>

The first supporting question: Did big business do more to help or hurt the American worker?

The formative task is: After reviewing the sources, write a paragraph arguing if big business did more to help or hurt the American worker using evidence from the sources to support the claim.

Teachers may implement this task with the following procedures:

1. Distribute the sources to students. Working independently or with a partner, students should review the sources.
2. After students review the sources, they should determine if the source shows that big business did more to help or hurt the American worker. Students should list the documents in the corresponding side of the t-chart with a short explanation as to why they made that decision.
3. Once students organize the sources, they will write a paragraph arguing if big business did more to help or hurt the American working using evidence from the sources. to support the claim.
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The scaffolds and other materials may be used to support students as they work with sources:

**Did Big Business do More to Help or Hurt the American Worker?**

Directions: Use the following graphic organizer to answer the above question. Based on the documents you have reviewed, decide if big business did more to “help” or “hurt” the American worker. You must explain your reasoning for each document. Each document should be placed into one of the columns.

| <i><b>Did More to <u>Help</u></b></i>                 | <i><b>Did More to <u>Hurt</u></b></i>                 |
|---|---|
| Document _____ did more to help the people because... | Document _____ did more to hurt the people because... |

|  |  |
|--|--|
|  |  |
|--|--|

The following sources were selected to help students develop an opinion on if big businesses, such as Standard Oil, were doing more to help or hurt the American worker.

- **Featured Source A: Weath, Andrew Carnegie**

“Yes, it is true that there is a vast difference between the mansion of millionaire business owners and the cottage of the men who work for those businesses. This difference, however, is not to be hated. It should be welcomed as highly beneficial to society. I think it is much better to have this great difference in wealth than all men living in poverty and squalor. For even the poorest among us live better than they once did...

The ‘good old times’ were not good old times. No one lived as well as we do today. Before, goods were made in the home or in small shops that were an extension of the home...The result was that few goods were made, they were of inconsistent quality, and they were expensive. Today, our big businesses are able to produce goods in high numbers in one giant factory where each worker uses the exact same tools and procedures, This results in a consistent quality and at lower prices. Yes, the owners become wealthier than anyone imagined, but certainly everyone benefits from having nicer things at a lower cost...”

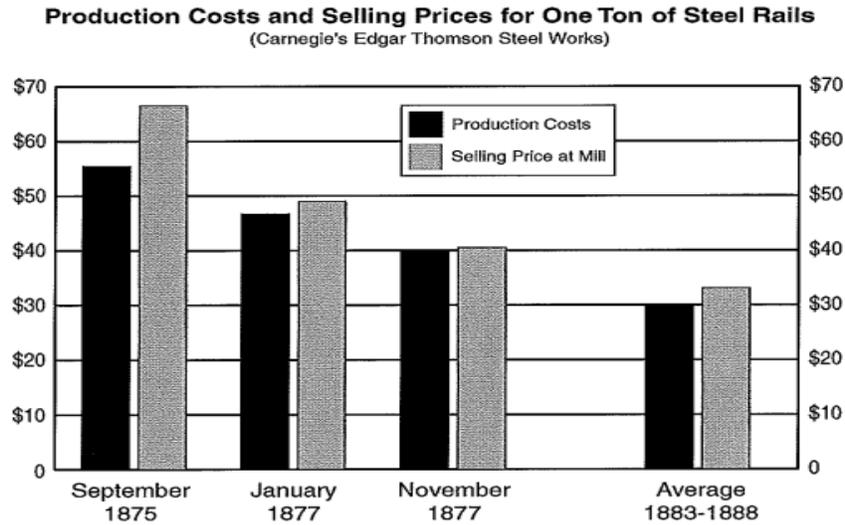
*Carnegie, Andrew. 1899. Wealth. Retrieved from <https://www.carnegie.org/about/our-history/gospelofwealth/>*

- **Featured Source B: Essay, Spencer Ware**

“I think what the growth of big businesses proves is that some men and some companies are simply more intelligent, more productive, and more creative than others...poor men are poor because they do not have these traits. Rich men are rich because they do have these traits. Men like Carnegie and Rockefeller deserve their wealth because they have earned it as a result of their intelligence and cleverness. Other men are poor because they are lazy, dependant on alcohol and other vices, or too dumb to make proper use of their skills and talents.”

Ware, Spencer. 1890. Essay published in the New York Times.

- Featured Source C: Production Costs and Selling Prices, Carnegie Steel



- Featured Source D: Chart, Historical Statistics of the United States

Source: *Historical Statistics of the United States.*



\*Indexed prices refers to the average prices for goods and services during a given interval of time.

- Featured Source E: Interview with Steel Mill Worker

*“A cold, thin rain was falling as I took the little ferryboat and crossed the river to see Homestead and the Carnegie iron mills...Everywhere in the factory were pits like the mouth of hell, and fierce ovens giving off a glare of heat...Everywhere were men covered in dirt with low and lean faces. The work was of the inhuman sort that hardens and coarsens the body.*

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*"How long do you work?" I asked a young worker.*

*"Twelve hours."*

*"For how much pay?"*

*"\$2.25 per day."*

*High above, an engine backed up with a load of hot liquid iron...*

*"Yes, the men call this the deathtrap...they wipe a man out now and then."*

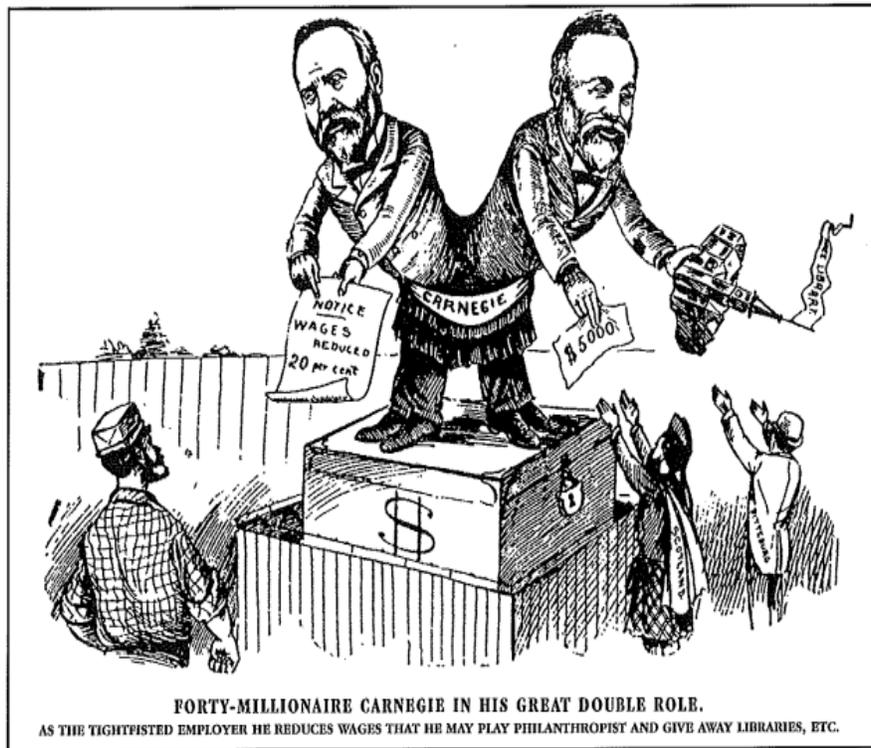
*The worker with whom I spoke had no idea that Andrew Carnegie's daily wage would amount to \$92,000 if he were paid each day of work."*

- **Featured Source F: Donations of Andrew Carnegie**

**Source:** Chart showing donations made by Andrew Carnegie during his life

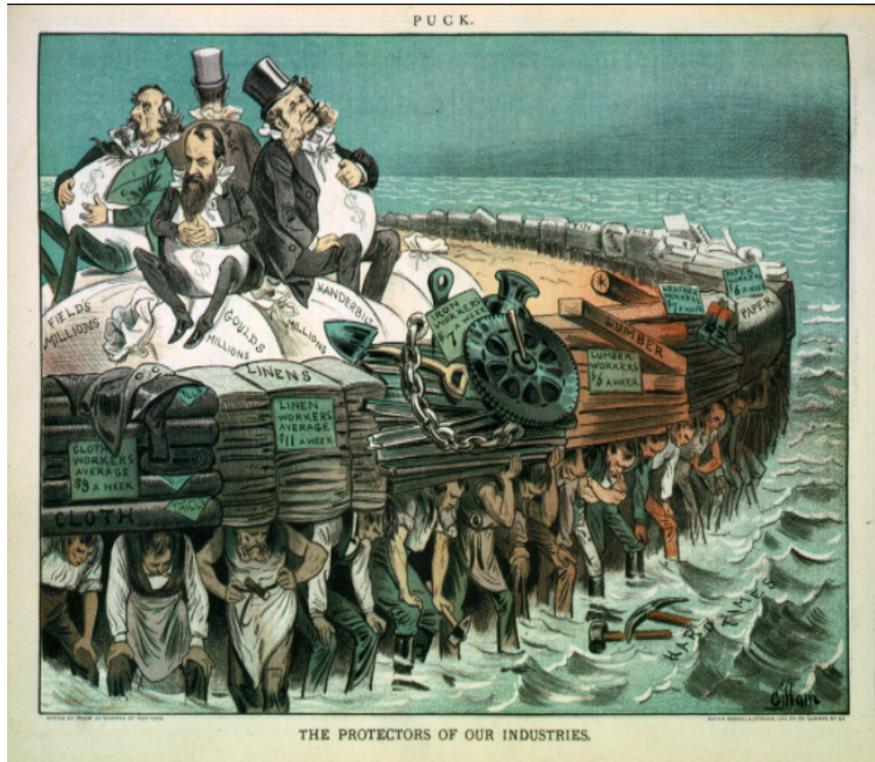
| Gifts                    | Amount        | Note                             |
|--------------------------|---------------|----------------------------------|
| Various public libraries | \$50 million  | Funded 2811 libraries            |
| Carnegie Institution     | \$25 million  | To promote scientific research   |
| Teachers' Pension Fund   | \$15 million  | Old age help for poor teachers   |
| Homestead Relief Fund    | \$4 million   | To help steel workers in old age |
| Other donations          | \$350 million | Various causes                   |

- Featured Source G: Cartoon, *Saturday Globe*



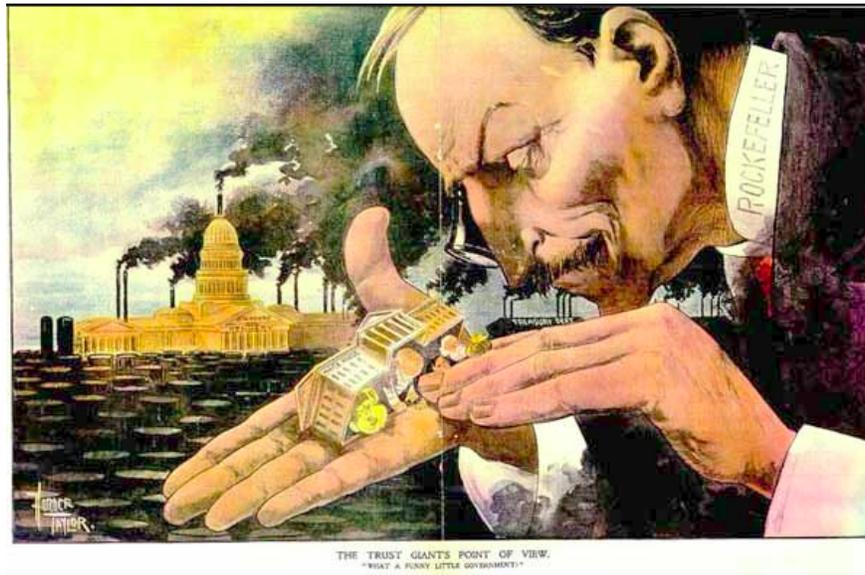
Source: Cartoon from *Saturday Globe* newspaper, 1882. "Forty-Millionaire Carnegie in his Great Double Role"

- Featured Source H: Cartoon, *Puck* magazine



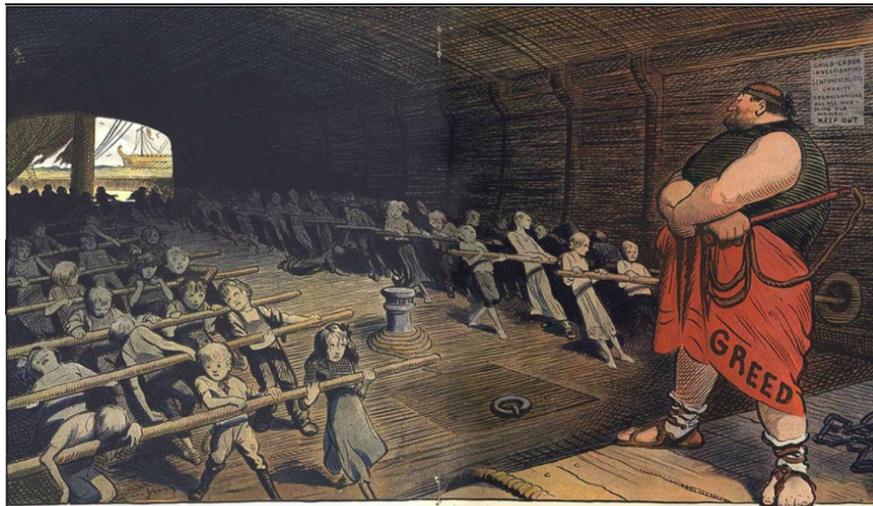
Source: Cartoon from *Puck* magazine, 1892. "The Protectors of our Industries"

- Featured Source I: Cartoon, *McClure's* magazine



Source: Cartoon from *McClure's* magazine, 1889. "Rockefeller's Point of View"

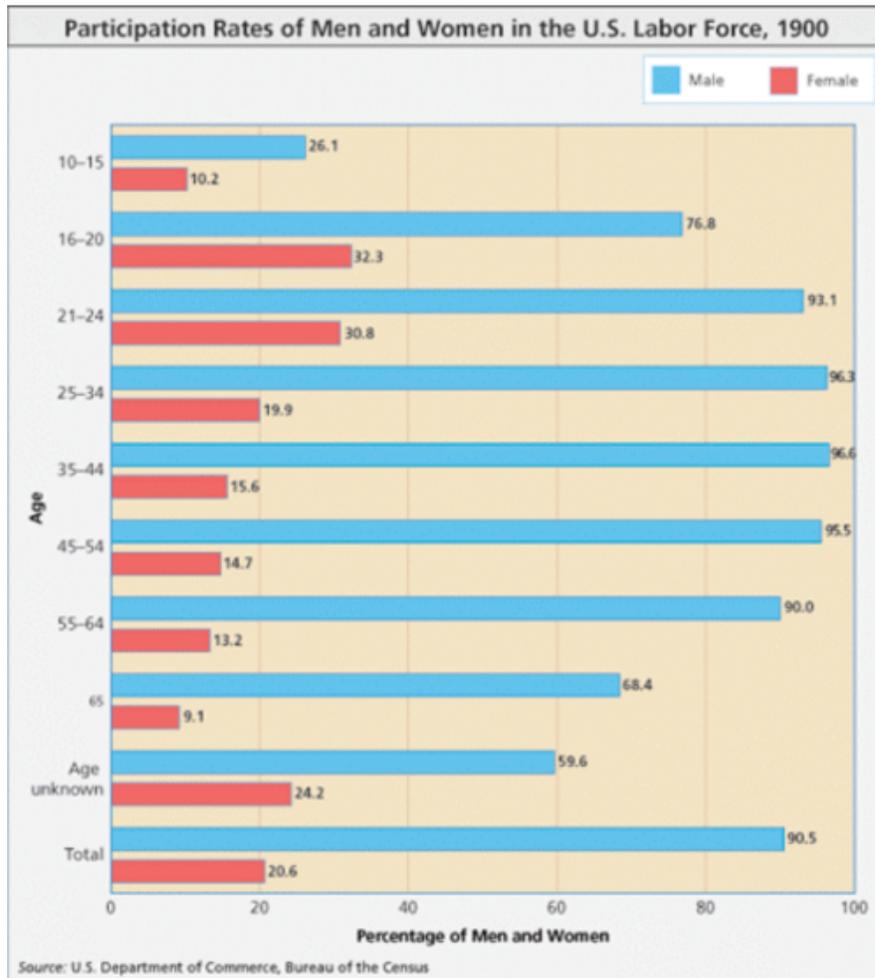
- Featured Source J: Cartoon, *New York Times*



Source: Cartoon from *New York Times* in 1895.

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- Featured Source K: U.S. Labor Force Chart



Huber-MacNealy, John. 2018. The Rise of "Big Business" After the Civil War.  
<https://drive.google.com/file/d/1CHuBfmn53fsNe0YCd7OgeNUMfG4xQytd/view?usp=sharing>

## Supporting Question 2

The second supporting question: Was Ida Tarbell correct about Rockefeller's unjust practices?

The formative task is: Write a letter to Ida Tarbell addressing if you believe she was correct or incorrect about Rockefeller's unjust practices.

Teachers may implement this task with the following procedures:

1. Review big business's role in working conditions during the American Industrial Revolution learned in the previous lesson.
2. Provide documents to students. Working independently or with a partner, have students read and analyze the documents.
3. Provide students with their formative task: Write a letter to Ida Tarbell addressing if you believe she was correct or incorrect about Rockefeller's unjust practices.
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The following sources were selected to provide students with information about Ida Tarwell's role as a muckraker, or investigative journalist. Students will learn if Tarwell was right about Rockefeller's unjust practices within his Standard Oil company.

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- **Featured Source A: The History of Standard Oil**

*The History of the Standard Oil Company was an expose written by a ground breaking female journalist, Ida Tarbell. Tarbell researched the company and its practices and wrote this scathing report. Ida Tarbell grew up in oil country. Her father, Frank Tarbell, was an oil refiner himself. Rockefeller's practices cost her father his business.*

Standard Oil Trust was ... one of the very few business organizations of the country whose growth could be traced in trustworthy documents... This has come about largely from the fact that almost constantly since its organization in 1870, the Standard Oil Company has been under investigation by the Congress of the United States and by the Legislatures of various states in which it has operated, on the suspicion that it was receiving rebates from the railroads and was practicing methods in restraint of free trade.

John D. Rockefeller... was but twenty-three years old when he first went into the oil business, but he had already got his feet firmly on the business ladder and had got them there by his own efforts... The firm grew as rapidly as the oil business of the town... Rockefeller was the head... Rockefeller combined all his companies into one – the Standard Oil Company.

Its chief competitors began to suspect something... They believed they bought, one the whole, almost as cheaply as he, and they knew they made as good oil and with as great, or nearly as great, economy (efficiency). He could sell at no better price than they. Where was his advantage? There was but one place where it could be, and that was in transportation. He must be getting better rates from the railroads than they were.

In 1868... a member of a rival firm long in the business, which had been prosperous from the start, and which prided itself on... its methods, its economy, and its energy... complained. "You are giving others better rates than you are us," said Mr. Alexander, the representative of the firm. "We cannot compete if you do that." The railroad agent did not attempt to deny it. He simply agreed to give Mr. Alexander a rebate also... The railroad took the position with him that if he could ship as much oil as the Standard he could have as low a rate, but not otherwise... (Standard Oil) was the largest in the town, though it had some close competitors. Nevertheless on the strength of its large capacity it received the special favour.

Mr. Rockefeller was far from satisfied. He was a brooding, cautious, secretive man, seeing all the possible dangers... all the possible combinations which might imperil his supremacy. These twenty-five Cleveland rivals of his – how could he at once and forever put them out of the game? ... absorb the big refineries.

*Tarbell, Ida M., and David Mark. Chalmers. The History of the Standard Oil Company. Mineola. New York: Dover Publications, 2003.*

Source

1. Who is Ida Tarbell?



Figure : Harris & Ewing, photographer. TARBELL, IDA M. , None. [Between 1905 and 1945] Photograph.  
<https://www.loc.gov/item/2016859909/>

### Document

2. According to her, how did Rockefeller become rich?

### Analysis

3. Is it poor taste to have secret business dealings?

4. Is it poor taste to then buy out your competition?

*Tarbell, Ida M., and David Mark. Chalmers. The History of the Standard Oil Company. Mineola. New York: Dover Publications, 2003.*

- **Featured Source B:** Clash of Titans

*Read the set of documents. Then answer the question below.*

### Tarbell

[Mr. Rockefeller] was no ordinary man. He had the powerful imagination to see what might be done with the oil business if it could be centered in his hands — the intelligence to analyze the problem into its elements and to find the key to control. He had the essential element to all great achievement, a steadfastness to a purpose once conceived which nothing can crush.

Mr. Rockefeller was "good." There was no more faithful Baptist in Cleveland than he. Every enterprise of that church he had supported liberally from his youth. He gave to its poor. He visited its sick. He wept for its suffering... Yet he was willing to strain every nerve to obtain for himself special and illegal privileges from the railroads which were bound to ruin every man in the oil business not sharing them with him. Religious emotion and sentiments of charity, propriety and self-denial seem to have taken the place in him of notions of justice and regard for the rights of others.

*Tarbell, Ida. "The Rockefellers: Clash of Titans." American Experience. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.*

### Rockefeller

This sweetness that she tries to bring in, referring to these good qualities, and this praise that she brings in as to ability and perseverance and whatever traits which she concedes bring success, is simply covering up her wrath and her jealousy which were all the time present, but which she did not show all the time and which she thought she could bring out all the better by weaving this in as silken thread.

She makes a pretence of fairness, of the judicial attitude, and beneath that pretence she slips into her 'history' all sorts of evil and prejudicial stuff, calling it 'the record of the court,' where it is only a statement by a party at interest, and she hides the other side. She is very adroit and cunning; but even she has defeated herself. She has over-reached herself, and anyone who reads her book with care can see that she is dishonest, prejudiced, untruthful.

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Poor woman! How she has degraded herself and failed of accomplishing her object to injure, to smirch, to overthrow the Standard Oil Company, to satisfy the petty spite against it because forsooth her father and brother could not compete in the oil business.

Rockefeller, John D. "The Rockefellers: Clash of Titans." *American Experience*. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.

### Sourcing

1. What do these sources have against each other?

- **Featured Source C:** The Cleveland Massacre

Read the set of documents. Then answer the question below.

### Ida Tarbell

There were at the time some 26 refineries in [Cleveland], some of them very large plants. All of them were feeling more or less the discouraging effects of the last three or four years of railroad discriminations in favor of the Standard Oil Company. To the owners [of the 26 refineries] Mr. Rockefeller went one by one, and explained the South Improvement Company. "You see," he told them, "this scheme is bound to work. It means absolute control by us of the oil business...But we are going to give everybody a chance to come in. You are to turn over your refinery... and I will give you Standard Oil Company stock or cash."... It was useless to resist, he told the hesitating: they would certainly be crushed if they did not accept his offer, and he pointed out in detail, and with gentleness, how beneficent the scheme really was.

Tarbell, Ida. "The Rockefellers: Clash of Titans." *American Experience*. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.

### Rockefeller

I do not remember just how many [refineries] there were [in Cleveland] -- say 25 or 30, more or less. Some of them were very little. ... More than 75, and probably more than 80 per cent -- certainly a great number -- of the refiners at Cleveland were already crushed by the competition which had been steadily increasing up to this time. ... They didn't collapse. They had collapsed before. That's the reason they were so glad to combine their interest if they so wished it ... [They were] mighty glad to get somebody to come and find a way out. We were taking all the risks, putting up our good money. They were putting in their old junk. ... When it was found how much of stock or money would be given in exchange for their plants we found no difficulty in proceeding rapidly with the negotiations, and nearly all came in...

What I did say [to them] was: "We here [in Cleveland] are at a disadvantage. Something should be done for our mutual protection. We think this is a good scheme. Think it over. We would be glad to consider it with you if you are so inclined."

There was no compulsion, no pressure, no 'crushing'. How could our company succeed if its members had been forced to join it and were working under the dash?

Rockefeller, John D. "The Rockefellers: Clash of Titans." *American Experience*. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.

### Document



### 1. What happened in Cleveland?

#### Analysis

#### 2. Would you characterize it as a massacre?

Tarbell, Ida. "The Rockefellers: Clash of Titans." *American Experience*. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.

- **Featured Source D:** Legacy of Standard Oil

Read the set of documents. Then answer the question below.

#### Rockefeller

The Standard Oil Co. has been one of the greatest, if not the greatest, of upbuilders we ever had in this country — or in any country. All of which has inured to the benefit of the towns and cities the country over; not only in our country but the world over. And that is a very pleasant reflection now as I look back. I knew it at the time, though I realize it more keenly now.

We had vision, saw the vast possibilities of the oil industry, stood at the center of it, and brought our knowledge and imagination and business experience to bear in a dozen — 20, 30 directions. There was no branch of the business in which we did not make money.

It will be said: "Here was a force that reorganized business, and everything else followed it — all business, even the Government itself, which legislated against it."

Rockefeller, John D. "The Rockefellers: Clash of Titans." *American Experience*. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.

#### Tarbell

Mr. Rockefeller is a hypocrite. This man has for 40 years lent all the power of his great ability to perpetuating and elaborating a system of illegal and unjust discrimination by common carriers. He has done more than any other person to fasten on this country the most serious interference with free individual development which it suffers, an interference which, today, the whole country is struggling vainly to strike off, which it is doubtful will be cured, so deep-seated and so subtle is it, except by revolutionary methods.

It does not pay. Our national life is on every side distinctly poorer, uglier, meaner, for the kind of influence he exercises.

Tarbell, Ida. "The Rockefellers: Clash of Titans." *American Experience*. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.

#### Questions for Analysis

#### 1. Do you think Rockefellers tactics were unjust? Why or why not?

Rockefeller, John D. "The Rockefellers: Clash of Titans." *American Experience*. PBS. Last modified 2020.  
<https://www.pbs.org/wgbh/americanexperience/features/rockefellers-clash/>.

## Supporting Question 3

The third supporting question: How did people react to muckrakers?

The formative task is: Write a paragraph addressing the supporting question, how did people react to muckrakers?

Teachers may implement this task with the following procedures:

1. Introduce the lesson by asking the following question: *How do people react to journalists, especially those that break big stories?*
2. Provide documents to students. Working independently or with a partner, have students read and analyze the documents.
3. Provide students with their formative task: Write a paragraph addressing the supporting question, how did people react to muckrakers?
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The following sources were selected to provide students with perspective on how individuals reacted to muckrakers. While they made a large impact on society and the average individual, some did not agree with their methods.

- **Featured Source A: The Man with the Muck Rake, Theodore Roosevelt**

The Man with the Muck Rake

April 15, 1906

Over a century ago Washington laid the corner stone of the Capitol in what was then little more than a tract of wooded wilderness here beside the Potomac. We now find it necessary to provide by great additional buildings for the business of the government.

This growth in the need for the housing of the government is but a proof and example of the way in which the nation has grown and the sphere of action of the national government has grown. We now administer the affairs of a nation in which the extraordinary growth of population has been outstripped by the growth of wealth in complex interests. The material problems that face us today are not such as they were in Washington's time, but the underlying facts of human nature are the same now as they were then. Under altered external form we war with the same tendencies toward evil that were evident in Washington's time, and are helped by the same tendencies for good. It is about some of these that I wish to say a word today.

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In Bunyan's Pilgrim's Progress you may recall the description of the Man with the Muck Rake, the man who could look no way but downward, with the muck rake in his hand; who was offered a celestial crown for his muck rake, but who would neither look up nor regard the crown he was offered, but continued to rake to himself the filth of the floor.

In Pilgrim's Progress the Man with the Muck Rake is set forth as the example of him whose vision is fixed on carnal instead of spiritual things. Yet he also typifies the man who in this life consistently refuses to see aught that is lofty, and fixes his eyes with solemn intentness only on that which is vile and debasing.

Now, it is very necessary that we should not flinch from seeing what is vile and debasing. 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 but one of the most potent forces for evil.

There are in the body politic, economic and social, many and grave evils, and there is urgent necessity for the sternest war upon them. There should be relentless exposure of and attack upon every evil man, whether politician or business man, every evil practice, whether in politics, business, or social life. I hail as a benefactor every writer or speaker, every man who, on the platform or in a book, magazine, or newspaper, with merciless severity makes such attack, provided always that he in his turn remembers that the attack is of use only if it is absolutely truthful.

The liar is no whit better than the thief, and if his mendacity takes the form of slander he may be worse than most thieves. It puts a premium upon knavery untruthfully to attack an honest man, or even with hysterical exaggeration to assail a bad man with untruth.

An epidemic of indiscriminate assault upon character does no good, but very great harm. The soul of every scoundrel is gladdened whenever an honest man is assailed, or even when a scoundrel is untruthfully assailed.

Now, it is easy to twist out of shape what I have just said, easy to affect to misunderstand it, and if it is slurred over in repetition not difficult really to misunderstand it. Some persons are sincerely incapable of understanding that to denounce mud slinging does not mean the endorsement of whitewashing; and both the interested individuals who need whitewashing and those others who practice mud slinging like to encourage such confusion of ideas.

One of the chief counts against those who make indiscriminate assault upon men in business or men in public life is that they invite a reaction which is sure to tell powerfully in favor of the unscrupulous scoundrel who

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really ought to be attacked, who ought to be exposed, who ought, if possible, to be put in the penitentiary. If Aristides is praised overmuch as just, people get tired of hearing it; and overcensure of the unjust finally and from similar reasons results in their favor.

Any excess is almost sure to invite a reaction; and, unfortunately, the reactions instead of taking the form of punishment of those guilty of the excess, is apt to take the form either of punishment of the unoffending or of giving immunity, and even strength, to offenders. The effort to make financial or political profit out of the destruction of character can only result in public calamity. Gross and reckless assaults on character, whether on the stump or in newspaper, magazine, or book, create a morbid and vicious public sentiment, and at the same time act as a profound deterrent to able men of normal sensitiveness and tend to prevent them from entering the public service at any price.

As an instance in point, I may mention that one serious difficulty encountered in getting the right type of men to dig the Panama canal is the certainty that they will be exposed, both without, and, I am sorry to say, sometimes within, Congress, to utterly reckless assaults on their character and capacity.

At the risk of repetition let me say again that my plea is not for immunity to, but for the most unsparing exposure of, the politician who betrays his trust, of the big business man who makes or spends his fortune in illegitimate or corrupt ways. There should be a resolute effort to hunt every such man out of the position he has disgraced. Expose the crime, and hunt down the criminal; but remember that even in the case of crime, if it is attacked in sensational, lurid, and untruthful fashion, the attack may do more damage to the public mind than the crime itself.

It is because I feel that there should be no rest in the endless war against the forces of evil that I ask the war be conducted with sanity as well as with resolution. The men with the muck rakes are often indispensable to the well being of society; but only if they know when to stop raking the muck, and to look upward to the celestial crown above them, to the crown of worthy endeavor. There are beautiful things above and round about them; and if they gradually grow to feel that the whole world is nothing but muck, their power of usefulness is gone.

If the whole picture is painted black there remains no hue whereby to single out the rascals for distinction from their fellows. Such painting finally induces a kind of moral color blindness; and people affected by it come to the conclusion that no man is really black, and no man really white, but they are all gray.

In other words, they neither believe in the truth of the attack, nor in the honesty of the man who is attacked; they grow as suspicious of the accusation as of the offense; it becomes well nigh hopeless to stir them either to wrath against wrongdoing or to enthusiasm for what is right; and such a mental attitude in the public gives hope to every knave, and is the despair of honest men. To assail the great and admitted evils of our political

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and industrial life with such crude and sweeping generalizations as to include decent men in the general condemnation means the searing of the public conscience. There results a general attitude either of cynical belief in and indifference to public corruption or else of a distrustful inability to discriminate between the good and the bad. Either attitude is fraught with untold damage to the country as a whole.

The fool who has not sense to discriminate between what is good and what is bad is well nigh as dangerous as the man who does discriminate and yet chooses the bad. There is nothing more distressing to every good patriot, to every good American, than the hard, scoffing spirit which treats the allegation of dishonesty in a public man as a cause for laughter. Such laughter is worse than the crackling of thorns under a pot, for it denotes not merely the vacant mind, but the heart in which high emotions have been choked before they could grow to fruition. There is any amount of good in the world, and there never was a time when loftier and more disinterested work for the betterment of mankind was being done than now. The forces that tend for evil are great and terrible, but the forces of truth and love and courage and honesty and generosity and sympathy are also stronger than ever before. It is a foolish and timid, no less than a wicked thing, to blink the fact that the forces of evil are strong, but it is even worse to fail to take into account the strength of the forces that tell for good.

Hysterical sensationalism is the poorest weapon wherewith to fight for lasting righteousness. The men who with stern sobriety and truth assail the many evils of our time, whether in the public press, or in magazines, or in books, are the leaders and allies of all engaged in the work for social and political betterment. But if they give good reason for distrust of what they say, if they chill the ardor of those who demand truth as a primary virtue, they thereby betray the good cause and play into the hands of the very men against whom they are nominally at war.

In his Ecclesiastical Polity that fine old Elizabethan divine, Bishop Hooker, wrote:

He that goeth about to persuade a multitude that they are not so well governed as they ought to be shall never want attentive and favorable hearers, because they know the manifold defects whereunto every kind of regimen is subject, but the secret lets and difficulties, which in public proceedings are innumerable and inevitable, they have not ordinarily the judgment to consider.

This truth should be kept constantly in mind by every free people desiring to preserve the sanity and poise indispensable to the permanent success of self-government. Yet, on the other hand, it is vital not to permit this spirit of sanity and self-command to degenerate into mere mental stagnation. Bad though a state of hysterical excitement is, and evil though the results are which come from the violent oscillations such excitement invariably produces, yet a sodden acquiescence in evil is even worse.

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At this moment we are passing through a period of great unrest -- social, political, and industrial unrest. It is of the utmost importance for our future that this should prove to be not the unrest of mere rebelliousness against life, of mere dissatisfaction with the inevitable inequality of conditions, but the unrest of a resolute and eager ambition to secure the betterment of the individual and the nation.

So far as this movement of agitation throughout the country takes the form of a fierce discontent with evil, of a determination to punish the authors of evil, whether in industry or politics, the feeling is to be heartily welcomed as a sign of healthy life.

If, on the other hand, it turns into a mere crusade of appetite against appetite, of a contest between the brutal greed of the "have nots" and the brutal greed of the "haves," then it has no significance for good, but only for evil. If it seeks to establish a line of cleavage, not along the line which divides good men from bad, but along that other line, running at right angles thereto, which divides those who are well off from those who are less well off, then it will be fraught with immeasurable harm to the body politic.

We can no more and no less afford to condone evil in the man of capital than evil in the man of no capital. The wealthy man who exults because there is a failure of justice in the effort to bring some trust magnate to account for his misdeeds is as bad as, and no worse than, the so-called labor leader who clamorously strives to excite a foul class feeling on behalf of some other labor leader who is implicated in murder. One attitude is as bad as the other, and no worse; in each case the accused is entitled to exact justice; and in neither case is there need of action by others which can be construed into an expression of sympathy for crime.

It is a prime necessity that if the present unrest is to result in permanent good the emotion shall be translated into action, and that the action shall be marked by honesty, sanity, and self-restraint. There is mighty little good in a mere spasm of reform. The reform that counts is that which comes through steady, continuous growth; violent emotionalism leads to exhaustion.

It is important to this people to grapple with the problems connected with the amassing of enormous fortunes, and the use of those fortunes, both corporate and individual, in business. We should discriminate in the sharpest way between fortunes well won and fortunes ill won; between those gained as an incident to performing great services to the community as a whole and those gained in evil fashion by keeping just within the limits of mere law honesty. Of course, no amount of charity in spending such fortunes in any way compensates for misconduct in making them.

As a matter of personal conviction, and without pretending to discuss the details or formulate the system, I feel that we shall ultimately have to consider the adoption of some such scheme as that of a progressive tax on all fortunes, beyond a certain amount, either given in life or devised or bequeathed upon death to any



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individual -- a tax so framed as to put it out of the power of the owner of one of these enormous fortunes to hand on more than a certain amount to any one individual; the tax of course, to be imposed by the national and not the state government. Such taxation should, of course, be aimed merely at the inheritance or transmission in their entirety of those fortunes swollen beyond all healthy limits. Again, the national government must in some form exercise supervision over corporations engaged in interstate business -- and all large corporations engaged in interstate business -- whether by license or otherwise, so as to permit us to deal with the far reaching evils of overcapitalization.

This year we are making a beginning in the direction of serious effort to settle some of these economic problems by the railway rate legislation. Such legislation, if so framed, as I am sure it will be, as to secure definite and tangible results, will amount to something of itself; and it will amount to a great deal more in so far as it is taken as a first step in the direction of a policy of superintendence and control over corporate wealth engaged in interstate commerce; this superintendence and control not to be exercised in a spirit of malevolence toward the men who have created the wealth, but with the firm purpose both to do justice to them and to see that they in their turn do justice to the public at large.

The first requisite in the public servants who are to deal in this shape with corporations, whether as legislators or as executives, is honesty. This honesty can be no respecter of persons. There can be no such thing as unilateral honesty. The danger is not really from corrupt corporations; it springs from the corruption itself, whether exercised for or against corporations.

The eighth commandment reads, "Thou shalt not steal." It does not read, "Thou shalt not steal from the rich man." It does not read, "Thou shalt not steal from the poor man." It reads simply and plainly, "Thou shalt not steal."

No good whatever will come from that warped and mock morality which denounces the misdeeds of men of wealth and forgets the misdeeds practiced at their expense; which denounces bribery, but blinds itself to blackmail; which foams with rage if a corporation secures favors by improper methods, and merely leers with hideous mirth if the corporation is itself wronged.

The only public servant who can be trusted honestly to protect the rights of the public against the misdeeds of a corporation is that public man who will just as surely protect the corporation itself from wrongful aggression.

If a public man is willing to yield to popular clamor and do wrong to the men of wealth or to rich corporations, it may be set down as certain that if the opportunity comes he will secretly and furtively do wrong to the public in the interest of a corporation.

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But in addition to honesty, we need sanity. No honesty will make a public man useful if that man is timid or foolish, if he is a hot-headed zealot or an impracticable visionary. As we strive for reform we find that it is not at all merely the case of a long uphill pull. On the contrary, there is almost as much of breeching work as of collar work. To depend only on traces means that there will soon be a runaway and an upset.

The men of wealth who today are trying to prevent the regulation and control of their business in the interest of the public by the proper government authorities will not succeed, in my judgment, in checking the progress of the movement. But if they did succeed they would find that they had sown the wind and would surely reap the whirlwind, for they would ultimately provoke the violent excesses which accompany a reform coming by convulsion instead of by steady and natural growth.

On the other hand, the wild preachers of unrest and discontent, the wild agitators against the entire existing order, the men who act crookedly, whether because of sinister design or from mere puzzle headedness, the men who preach destruction without proposing any substitute for what they intend to destroy, or who propose a substitute which would be far worse than the existing evils -- all these men are the most dangerous opponents of real reform. If they get their way they will lead the people into a deeper pit than any into which they could fall under the present system. If they fail to get their way they will still do incalculable harm by provoking the kind of reaction which in its revolt against the senseless evil of their teaching would enthrone more securely than ever the evils which their misguided followers believe they are attacking.

More important than aught else is the development of the broadest sympathy of man for man. The welfare of the wage worker, the welfare of the tiller of the soil, upon these depend the welfare of the entire country; their good is not to be sought in pulling down others; but their good must be the prime object of all our statesmanship.

Materially we must strive to secure a broader economic opportunity for all men, so that each shall have a better chance to show the stuff of which he is made. Spiritually and ethically we must strive to bring about clean living and right thinking. We appreciate that the things of the body are important; but we appreciate also that the things of the soul are immeasurably more important.

The foundation stone of national life is, and ever must be, the high individual character of the average citizen.

Roosevelt, Theodore. 1906. "The Man with the Muck Rake." American Experience.

<https://www.pbs.org/wgbh/americanexperience/features/tr-muckrake/>



- **Featured Source B: Muckrakers, Khan Academy**

### Overview

Muckrakers were journalists and novelists of the Progressive Era who sought to expose corruption in big business and government. The work of muckrakers influenced the passage of key legislation that strengthened protections for workers and consumers. Some of the most famous muckrakers were women, including Ida Tarbell and Ida B. Wells.

### The Jungle

“I aimed at the public’s heart, and by accident I hit it in the stomach.” So lamented Upton Sinclair, author of the novel *The Jungle*, a fictionalized account of the corruption and contamination in Chicago’s meatpacking industry. Sinclair was one of the most famous muckrakers of the Progressive Era, and had written *The Jungle* in 1905 to raise public awareness of the exploitation and foul conditions to which workers in the meatpacking industry were subjected.

Ironically, however, what concerned readers the most was not the trials and tribulations of the exploited industrial worker, but the novel’s description of meat contamination. The public outcry helped lead to the passage of the Meat Inspection Act and Pure Food and Drug Act of 1906, both of which established federal regulatory power over the food and drug industries.

### Background to the Progressive Era

The Progressive Era (1890s-1920s) in US history was a period of intense social and political reform. Progressive reformers sought to expand the regulatory power of the federal government in order to expose corruption, eliminate unfair business practices, and improve society. Progressive reformers shared a faith in the power of government to redress social ills and a belief that human nature could be improved.

Industry tycoons like John D. Rockefeller and Andrew Carnegie had been criticized for amassing vast quantities of wealth at the expense of the working man. The Progressive Era witnessed the rise of labor unions, which sought to promote the interests of workers against the powerful business, corporate, and banking magnates. Other advocacy groups arose in this period to demand protections not just for labor, but for women, children, consumers, and the natural environment as well.

### Raking the muck: exposing corruption in big business and government

The term “muckraker” was popularized in 1906, when Theodore Roosevelt delivered a speech suggesting that “the men with the muck rakes are often indispensable to the well being of society; but only if they know when

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to stop raking the muck. In this context, “raking the muck” refers to the practices of investigative journalists and activists who brought the unpleasant “muck” of corruption in government and big business to the surface. Some of the most famous Progressive muckrakers were women. Ida Tarbell, a teacher, author, and journalist, published a series of articles in McClure’s Magazine in 1902. These articles became the foundation for her book, *The History of the Standard Oil Company*, which was published in 1904, and depicted Standard Oil tycoon John D. Rockefeller as a greedy, miserly monopolist. The book quickly became a bestseller and established Tarbell as an early pioneer of investigative journalism.

Ida B. Wells, an African American journalist and suffragist, was another influential female muckraker. She had been born into slavery in Mississippi in 1862, and in the 1890s became involved in anti-lynching activism. In 1892, she published *Southern Horrors: Lynch Law in all its Phases*, which detailed the systematic disenfranchisement of Southern blacks and even some poor whites. Wells was very influential in the early movement for civil rights, and was one of the founders of the National Association for the Advancement of Colored People in 1909.

Muckrakers also sought to raise awareness of poverty and other social ills associated with industrialization. Jacob Riis, a Danish immigrant and photojournalist, published an eighteen-page photo essay called *How the Other Half Lives: Studies among the Tenements of New York*, which appeared first in the February 1889 issue of Scribner’s magazine, and the following year was published as a book. The photos documented the harsh living conditions of recent immigrants in New York City and inspired reforms such as the New York Tenement House Act of 1901, which required tenement housing to be cleaner, safer, and more spacious

### What do you think?

Why do you think women played such an important role as muckrakers?

Why do you think muckrakers emerged during the Progressive Era and not in a different period of US history?

What were the goals and strategies of muckrakers? Were they successful?

Are there any muckrakers today? If so, who?

Khan Academy. “Muckrakers.”

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/age-of-empire/a/muckrakers>

## Summative Performance Task

At this point in the inquiry, students have examined the impact of investigative journalists, specifically muckrakers during the Industrial Revolution. Students have also reviewed the reactions some had to the muckrakers.

Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students will write a newspaper article from the point of view of a muckraker. The goal of the article is to expose a historical or modern wrongdoing that impacts society. Students should use evidence from the sources of research to support their claims.

Students' arguments will likely vary, but could include any of the following:

- *Historical examples such as: living conditions, working conditions, wages, etc...*
- *Modern examples such as: minimum wage, working conditions, exploitation of workers at specific companies*

To support students in their writing they can use this provided organizer for a body paragraph. The organizer refers to the HAPPY acronym: Historical Context, Audience, Point of View, Purpose and whY is this significant?

|  |   |
|--|---|
| First Argument   |   |
| Write a topic sentence that summarizes the paragraph and tells how this proves the thesis              | <i>(Repeat the first part of your thesis)</i> |
| Provide background information here.<br><b>Cite anyone you paraphrase or quote!</b>                    | <i>When...</i>                                |
| What textual evidence proves this?<br>Describe 1 or 2 HAPP elements about the source of your evidence. |   |
| What textual evidence proves this?<br>Insert a short quote here.                                       |   |

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|   |  |
|---|--|
| What makes this quote credible, valid, or helpful in providing insights to this issue?                                      | <i>The quote revealed...</i>                                 |
| Who disagrees or disputes a piece of your argument?<br><br>Describe 1 or 2 HAPP elements about the source of your evidence. | <i>Others claimed that...</i>                                |
| What textual evidence do you have?<br>Insert a short quote here.  |  |
| What makes this quote seem untrue, inaccurate, or only partly true?   | <i>While it may be true that _____, it was clear that...</i> |

To extend their arguments, once students have written or formed an argument, consider doing one of the following extension activities:

1. **Discussion:** Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?
2. **Four Corner Debate:** Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.
3. **Socratic Seminar:** Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.
4. **Structured Academic Controversy:** Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.

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5. **Reacting to the Past:** Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.

Students have the opportunity to Take Informed Action by doing one of the following suggested action activities:

1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.
2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.
3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.
4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.