



Boulder County Latino History Project

Lesson Plans

Title: Muckrakers and Meatpackers - Progressive Era and Today: Comparing Worker Experiences

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Overview

Lesson Overview	In this lesson students will reflect on workers' rights, food safety, and the immigrant experience during the Progressive Era. Students will use primary source documents to examine working conditions for Latino workers in Longmont in the 1970s and compare that to conditions described in Upton Sinclair's <i>The Jungle</i> . Students will theorize that there were limitations on these Progressive reforms due to geography, race, and immigration status.
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Grade Level/ Course	High School, United States History (Grades 9-12)
Standards	Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
Time Required	One class period, part of a multi-day 5-hour lesson
Topic	Employment, manufacturing/unskilled Outline topics: Other jobs for men; Immigration and employment
Time Period	1900s-1910s, 1920s-1930s, 1940-1965
Tags (keywords)	Workers' rights; 8-hour workday; safety; Longmont; turkey; meat packing; Latinos; immigrant farmers; work conditions; unions; progressive era; labor; similarities; High School, US History, Progressive Era, racism, FDA, immigration, employment, jobs, turkey processing

Preparation *(Links to worksheets, primary sources and other materials):*

Materials	The materials for this lesson can be found in the attached document, as they have been formatted from the Boulder County Latino History Project Website for classroom use. All original documents can be found at http://bocolatinohistory.colorado.edu Progressive Movement Assessment
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	<u>Document Collection with Inquiry Questions</u>
Resources/Links	<p>"Blood, Sweat, and Fear: Workers Rights in U.S. Meat and Poultry Plants (Human Rights Watch Report, January 2005)." N.p., n.d. Web. 10 Aug. 2015. http://www.hrw.org/reports/2005/usa0105/.</p> <p>"An Employment Option for Migrants: The Turkey Plant": El Aguila Interview with Plant Management." Boulder County Latino History, 1979. Web. 10 Aug. 2015. http://bocolatinohistory.colorado.edu/document/an-employment-option-for-migrants-the-turkey-plant-el-aguila-interview-with-plant.</p> <p>"Food Fight." NOW. PBS, 15 Dec. 2006. Web. 10 Aug. 2015. http://www.pbs.org/nov/shows/250/index.html.</p> <p>"Hard Work, Low Pay": El Aguila Interview with Manuel Rodriguez, P. 1. "Hard Work, Low Pay": El Aguila Interview with Manuel Rodriguez, P. 1. N.p., n.d. Web. 10 Aug. 2015. http://bocolatinohistory.colorado.edu/document/hard-work-low-pay-el-aguila-interview-with-manuel-rodriguez-p-1.</p> <p>"The Jungle" Upton Sinclair. 1906, Available on Google Books, https://goo.gl/B2GcNY</p> <p>"The Schuster Institute for Investigative Journalism." <i>Food Safety: A Historical Look</i>. N.p., n.d. Web. 10 Aug. 2015. http://www.brandeis.edu/investigate/food-health/foodborne-illness/history-of-food-safety.html.</p> <p>"Search Results from Panoramic Photographs." <i>The Library of Congress</i>. N.p., n.d. Web. 10 Aug. 2015. http://www.loc.gov/collections/panoramic-photographs.</p> <p>"Turkey Plant Workers." <i>Turkey Plant Workers</i>. N.p., n.d. Web. 10 Aug. 2015. http://bocolatinohistory.colorado.edu/photograph/turkey-plant-workers.</p> <p>"Turkey Plant Workers." <i>Turkey Plant Workers</i>. N.p., n.d. Web. 10 Aug. 2015. http://bocolatinohistory.colorado.edu/photograph/turkey-plant-workers.</p>

Lesson Procedure *(Step by Step Instructions):*

<p>After completing basic units on the Industrial Revolution and the Progressive Era in the the United States, use the attached document as an inquiry connecting the past to the present.</p> <ol style="list-style-type: none"> 1. Divide students into groups of 3. Each group should be given sufficient time to read and digest "The Jungle," "Hard Work, Low Pay" and "An Employment Option for Migrants". (2 hours). Materials can be printed or provided electronically to each student. 2. As a group, have the students review the essential questions and record their observations in the Essential Question/Venn Diagram to demonstrate their understanding of the reading. 3. Consider showing this video: Oral history interview, Lily and Lucia Villagran, 2013 (video)
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[and transcript](#))

4. Review the content and check for understanding of the reading by asking groups to review the Inquiry questions with you. Make sure students carefully reflect on how the tone of the writing is different.
5. The groups of students should discuss their answers to the **Inquiry Questions** included in the document. (1 hour).
6. Challenge your students to learn more about the meat-packing industry, the FDA, workers rights, job safety regulations, and immigrant rights.
7. Hold a class discussion or Socratic Seminar as a formative assessment covering at least one of the Inquiry Questions (1 hour)
8. Proceed to the written assessment below.

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

Progressive Movement Assessment:

Excerpt from "The Jungle," pg 41.

"One could not stand and watch very long without becoming philosophical, without beginning to deal in symbols and similes, and to hear the hog-squeal of the universe. Was it permitted to believe that there was nowhere upon the earth, or above the earth, a heaven for hogs, where they were requited for all this suffering? Each one of these hogs was a separate creature. Some were white hogs, some were black; some were brown, some were spotted; some were old, some were young; some were long and lean, some were monstrous. And each of them had an individuality of his own, a will of his own, a hope and a heart's desire; each was full of self-confidence, of self-importance, and a sense of dignity. And trusting and strong in faith he had gone about his business, the while a black shadow hung over him and a horrid Fate waited in his pathway. Now suddenly it had swooped upon him and seized him by the leg. Relentless, remorseless, it was; all his protest, his screams, were nothing to it-it did its cruel will with him, as if his wishes, his feelings, had simply no existence at all..."

In this section of text, Upton Sinclair declares pointedly that he is writing with symbols and simile. In Sinclair's opinion who was unjustly treated in the meat-packing industry? Were the muckrakers successful in their campaigns to solve the problems of urban life? Use evidence from the Longmont Foods plant to enhance your argument.

Describe your answer using specific examples from your Venn Diagram and discussion.



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