

# 11<sup>th</sup> Grade Instructional Guide

## Model Lesson 1: Responses to Urban Political Machines

### Standard

11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

### History/Social Science Analysis Skills Connection

#### Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned
- Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

#### Historical Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

### Guiding Inquiries:

1. What were the causes and effects of urban political machines?
2. What were the pros and cons of political machines?
3. How do self-interest and the common good conflict with each other?
4. Why did reformers push for political changes in local governments?
5. Do the benefits of civic reform outweigh its costs?

### Questions for Lesson Study

1. Can students clearly articulate and support a thesis statement?
2. Can students determine cause-effect relationships?
3. Are students able to understand the importance of civic duty/responsibility?
4. Are students able to see multiple perspectives on a given issue?
5. Can students clearly and effectively integrate primary and secondary source materials into their writing?

### Materials

**Student Handout 1:** Quick Write

**Student Handout 2:** Reading Processing (part 1)

**Student Handout 3:** Practicing Cause and Effect Analysis

**Student Handout 4:** Reading Processing (part 2)

**Student Handout 5:** Document Analysis Organizer

**Student Handout 6:** Writing Prompt and Task Sheet

**Student Handout 7:** Writing Organizer

**Document 1:** Background Reading on Political Machines

**Document 2:** Background Reading on Reformers

- Document 3: 'Twas Him
- Document 4: Why the Ward Boss Rules
- Document 5: "Mr Richard Croker and Greater New York"
- Document 6: *The Shame of the Cities*
- Document 7: *Plunkitt of Tammany Hall*
- Document 8: Machine Politics in Chicago
- Transparency 1: Academic Conversation Sentence Starters
- Transparency 2: Take a Stand Statements
- Transparency 3: Writing Graphic Organizer
- Teacher Guide 1: Key Ideas from the Documents

**Lesson Overview**

This lesson will focus on the causes and effects of political machines and the responses of reformers to them. The lesson emphasizes the development of skills such as examining causes and effects of historical situations, reading like a historian to analyze documents (both visual and written), and examining evidence to create and support a thesis statement. It will start by analyzing the causes of urban political machines and end by addressing the efforts of individual reformers and the changes they brought about. In addition, students will examine various primary sources that relate to the issue of political machines. The culminating activity of the lesson will be a short essay in response to the following prompt: **Did political machines have more of a positive or negative effect on American cities in the late nineteenth century?**

The lesson has been crafted to fit the structure of a 50 minute instructional period and should take four days to complete.

Day 1	
Teacher/Student Activities	Helpful Hints
<p><b>Hook</b> To introduce some of the key underlying issues regarding political machines select <b>one</b> of the following questions to pose to students:</p> <ol style="list-style-type: none"> <li>1. Why do people do favors for others?</li> <li>2. What do people expect when they vote for someone?</li> <li>3. Would you vote for someone who you knew was corrupt if they helped to get you a job? Why or why not?</li> </ol> <p>Write the question on the board or project via LCD.</p> <p>Students will respond to the question using <b>Student Handout 1</b>. In response to the question, students should give three supporting ideas/details to support their opinions. This will help to prepare them for the dialogue to follow.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>These questions could be touched on periodically throughout the lesson.</p>
<p><b><u>Instructional Conversation:</u></b> To build upon the quick write, students will have a short academic conversation on the same question. Students should use the content of their quick write as support.</p> <p>Form students into groups of four or conduct the discussion as a whole class. Allow students to self-regulate, but help students to listen to and respond to the ideas and not to make personal attacks.</p> <p>To promote academic talk, project <b>Transparency 1</b> which contains a few</p>	<p>15 minutes</p> <p>As students share their ideas, write down key points on the board to show both sides of the issue.</p>

<p>academic sentence starters. Encourage students to use them and to think about how they affect the conversation.</p> <p>Have students reflect on how their ideas changed as a result of hearing what their classmates said. The following sentence starter, “After the discussion I now think...” may help students to reflect. This reflection could also be done in writing on the bottom of <b>Student Handout 1</b>. In addition make connections of how the concepts discussed will be the basis of what the class will be learning about over the next few days.</p>	
<p><b>Background Reading:</b>  <b>Document 1</b> provides background information on political machines and the context in which they arose. Students will process the reading and develop the skills of an effective reader by completing the supporting questions.</p> <p>Periodically check for understanding by going over a question or two with the whole class or having students check-in with a partner. Ensure that students know what political machines were and what made them powerful and that they are clear about what Tammany Hall refers to.</p> <p>Debrief the reading by completing the last part of <b>Student Handout 2</b> as a class on the causes and effects of political machines. This debrief is meant to reinforce the key information as well as to introduce cause and effect thinking. Alternatively, students may debrief their answers with a row partner adding key details when appropriate.</p>	<p>25 minutes</p> <p>The 200 million dollars that the Tweed Ring collected would be roughly worth 4 billion dollars today, but that number (200 million) may have been exaggerated for effect.</p>
<p><b>Closure:</b>  Wrap-up the period by tying the content of the reading and discussion elements together by having students discuss <b>one</b> of the following questions:</p> <ol style="list-style-type: none"> <li>1. Would you have been a supporter of a political machine in your city? Why or why not?</li> <li>2. What were the pros and cons of political machines?</li> <li>3. Do political machines still exist today? Explain.</li> </ol> <p>Make sure that students give supporting evidence for their choice.</p> <p>Have students consider the different perspectives on the issue (What would an immigrant say? What would a middle class resident say?)</p> <p>This activity may alternatively be structured as an exit pass in which students respond to the questions by writing a short paragraph and hand that in as their “ticket to leave.”</p>	<p>5 minutes</p> <p>Reconnect to the hook question and the ideas the students shared at the beginning of the class.</p>
<p><b>Homework:</b>  Based on student needs have them complete or extend their work on the Background Reading and Closure activities.</p> <p>Glencoe page 261, and McDougal Littell pages 268-9 also provide additional content for students to read on the topic of political machines.</p>	

<b>Day 2</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Warm-Up</b> Reconnect with Day 1 and the concepts of cause and effect using <b>Student Handout 3</b>. Check for student understanding. Based on student responses consider modeling additional examples that relate to students' lives such as the causes and effects of passing or not passing CAHSEE, failing a class, etc.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p><b>Background Reading</b> <b>Document 2</b> focuses on the last part of the standard, the responses to political machines by reformers. Have students work in <b>pairs</b> to complete the reading and the questions on <b>Student Handout 4</b>.</p> <p>Follow-up the reading by reinforcing the key concepts of the reading. Address student generated questions to item number 5 of <b>Student Handout 4</b>. In addition, have students share their responses to some of the questions.</p>	<p>25 minutes</p> <p>If students need extra support on similes share an example such as: reformers were like sanitation workers because they tried to clean up the mess made by the machines.</p>
<p><b>Political Cartoon Analysis</b> To apply the content from <b>Document 2</b> and to prepare for the document analysis to follow, the class will examine <b>Document 3</b>, a Thomas Nast cartoon. Students could take notes or write down their ideas at the bottom of <b>Document 3</b>.</p> <p>Have students identify the key parts of the cartoon and make connections and inferences to what they have learned about political machines and the responses of reformers. Using the following three levels of questions will help to develop student learning:</p> <ul style="list-style-type: none"> <li>• Level 1 - What do you see? (list details without making inferences)</li> <li>• Level 2 - What is your interpretation? (inferences based upon the available evidence) Have students explain their "proof."</li> <li>• Level 3 - What is the significance? (What is the artist trying to do? What is the larger historical meaning of this source?)</li> </ul>	<p>10 minutes</p> <p>An alternative approach would be to carry out the political cartoon analysis prior to having students read <b>Document 2</b>.</p>
<p><b>Connecting to the Present</b> Provide closure to the day by talking about things to reform today and ways people are active in reform efforts. This may be a good time to discuss possible service learning projects.</p>	<p>5 minutes</p>
<p><b>Homework:</b> Have students create a political cartoon representing an issue/area to reform from today's world. Students should explain their cartoon in writing underneath the image they create.</p>	

<b>Day 3</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Warm-Up</b> Day 3 begins with the class reconnecting with the Nast cartoon, <b>Document 3</b>, analyzed during the previous day. This time, students will use <b>Student Handout 5</b> to record their ideas. This document analysis organizer will serve as the evidence of student thinking and help them to organize ideas in preparation for writing.</p>	<p>5 minutes</p>

<p><b>Document Analysis</b></p> <p>At this time briefly introduce students to the writing prompt that they will be responding to using <b>Student Handout 6</b>. Inform students that they will be looking at some primary source documents which will give them some ideas about how they might respond to the prompt. Direct students to keep the writing prompt in mind as they examine the documents.</p> <p>In pairs, students will analyze the remaining documents (<b>Documents 4-8</b>). Have students sit side-by side to facilitate their collaboration. Model an analysis of <b>Document 4</b> if needed to ensure students are clear about the task.</p> <p>If modeling <b>Document 4</b>, point out the importance of the source and words like “pull,” and “fix up matters,” and “public pay-roll,” and “obligations.” Help students to see the subtext of the document and argument Addams is making through her use of these and other words. Help students to realize the importance of doing a close reading when analyzing a historical document.</p> <p><b>If time is a concern, focus student analysis on Documents 3, 4, 6, and 7.</b></p>	<p>25 minutes</p> <p>The documents utilize parentheses to add to student understanding of challenging terms and brackets to add “missing words” from original sources. Explain this to students.</p> <p>Many of the documents bring out both positives and negatives of political machines (see <b>Teacher Guide 1</b>). Inform students that they should read carefully with this point in mind.</p>
<p><b>Debrief the Documents</b></p> <p>Review key ideas from each document using <b>Teacher Guide 1</b>. Randomly ask different pairs to share their thinking with the whole class. Make connections to the focus question/writing task as you review the documents. Bring out the different ways that political machines are portrayed.</p>	<p>10 minutes</p> <p>Students may benefit from a T-Chart identifying the positives and negatives of political machines.</p>
<p><b>Take A Stand</b></p> <p>To prepare students for the writing task and to help them further process their thinking, project <b>Transparency 2</b> containing issue statements. Select the one or two statements that you feel will elicit the most student response. Read the statements, one at a time to the class, and then have students go to opposing sides of the room depending on which statement they agree with.</p> <p>Agree = right side of the room, Disagree = left side. Have students explain and defend why the side they chose is the correct view on the issue. Have students again practice to use the academic discussion stems (<b>Transparency 1</b>) from Day 1. Ensure that students consider both sides of the issue and use evidence. Play the role of devil’s advocate if a vast majority of the students select one side.</p>	<p>10 minutes</p> <p>If time or space is an issue, have students put their thumbs up if they agree with the statement and thumbs down if they disagree.</p>
<p><b>Homework</b></p> <p>Consider having students write a draft of their introduction and thesis statement for homework using <b>Student Handout 6</b>. Alternatively, some students may need to complete the analysis of the primary sources at home as homework.</p>	

Day 4	
Teacher/Student Activities	Helpful Hints
<p><b>Writing a Thesis</b>            Have students turn to <b>Student Handout 6</b> which contains the writing prompt and tasks. Read the background information and prompt out loud to the students. Review the qualities of an effective thesis statement.</p> <p>The Writing Appendix has additional ideas for supporting student writing particularly writing a thesis and integrating citations.</p>	<p>5 minutes</p>
<p><b>Pre-Writing</b>            Students will utilize <b>Student Handout 7</b> to further organize their ideas and evidence. Consider constructing one of the body paragraphs as a whole class to model for students how to use the organizer and how to plan out their essay. Students may be helped to consider the analysis item on the organizer as a sentence for them to explain their main idea or the significance of their details.</p> <p><b>Student Handout 5</b> serves as the main source of information for students to complete this organizer. Be sure to direct them there.</p> <p>Students do not need to use complete sentences as <b>Student Handout 7</b> is more of an organizer than the actual essay.</p>	<p>20 minutes</p> <p>Utilize <b>Transparency 3</b> to model for students how they might utilize <b>Student Handout 7</b>.</p>
<p><b>Student Writing</b>            The remainder of the period will be devoted to student writing. Walk-around to provide assistance and answer questions as needed. Address common concerns that appear in the student work you are seeing</p> <p>Students may either finish their work at home or during the next period of class. Have students check their work to see if they fulfilled all the requirements found in <b>Student Handout 6</b>. To develop their revision skills, ask them to revisit their first paragraph considering how engaging it is. Ask them, "Would you want to read this? How might you make your first sentence and thesis statement more interesting? What words could you change to add more color to your introduction?" Have students revise their first paragraph accordingly.</p> <p>When the writing is completed (this may be during the next class period) have students reflect on their learning with questions such as:            How did you decide if machines were positive or negative?            How did this lesson help you to see two sides of an issue?            What is the main thing you are going to take away from this lesson?</p>	<p>25 minutes</p>

# Document 1

## Political Machines

**Directions:** Read the information below. As you read, complete the items on **Student Handout 2**.

During the last half of the nineteenth century millions of people moved to America's cities. Immigrants from Europe, farmers, and African Americans from the south moved to cities. The growth of cities such as New York and Chicago led to new challenges for city governments as new demands were placed on city services such as fire, police, sewage, transportation, and water. In order to expand services, cities increased taxes and set up new offices to provide help. In this context, political machines arose.

Political machines were groups that were designed to keep a particular political party or group of people in power. Political machines controlled the activities of a political party in a city and offered services to voters and businesses in exchange for political or financial support. In the decades after the Civil War, political machines gained control of local governments in New York, Chicago, Boston and other major cities.

Political machines were organized like a four level pyramid. At the bottom were local precinct workers. Precinct workers reported to captains, who tried to gain voters' support on a city block or in a neighborhood and who reported to a ward boss. At the top of the pyramid was the city boss. At election time, the ward boss worked to secure the vote in all the precincts in the ward, or electoral district.

Ward bosses helped the poor and gained their votes by doing favors or providing services such as food, clothing, and temporary housing when needed. They helped immigrants to gain citizenship. They also used their power to expand public-works projects such as building bridges, parks, and waterworks. Many of the jobs for the public-works projects were distributed by members of the political machine to their supporters.



Tammany Hall, New York City

Many precinct captains and political bosses were first-generation or second-generation immigrants. They could speak to immigrants in their own language and understood the challenges that newcomers faced. Political machines provided immigrants with support that city governments and private businesses did not provide. In return, the immigrants provided what the political bosses needed-votes.

Political machines could be greedy and vindictive (seeking revenge against disloyal voters) and often stole millions from the taxpayers in the form of graft (gaining money or power through illegal or dishonest means). In New York City, for example, an estimated 65 percent of public funds in the 1860s ended up in the pockets of Boss Tweed, the political boss of the machine called Tammany Hall, and his cronies as they padded bills for construction projects and projects with fake expenses. Historians estimate that the Tweed Ring collected 200 million in graft between 1865 and 1871.



William Marcy Tweed  
(Boss Tweed)

Political machines also were involved in voting fraud. Stories abound of instances where individuals voted more than once in elections through the support of political machines. In one election in Philadelphia, a district with less than 100 registered voters returned 252 votes. Due to obvious corruption and election fraud some citizens began to demand reform or improvements to the political system in their city and state.

# Document 2

## The Responses of Reformers to Political Machines

**Directions:** Read the information below. As you read, complete the items on **Student Handout 4**.

In response to the challenges facing urban America towards the end of the nineteenth century various groups of people rose up to meet the needs of the poor, to fight for social justice, and to push for greater morality. These people were known as reformers. Typically they came from middle or upper class backgrounds. Some reformers fought against political machines. Some historians believe that reformers were fighting to maintain their place in society or gain more power while others believe that reformers had a strong civic mission to improve society.



The cartoonist,  
Thomas Nast

To accomplish their goals, reformers carried out a number of activities. Some conducted investigations, wrote articles for newspapers and magazines, and created political cartoons among other things. One cartoonist, Thomas Nast helped to expose and bring down Boss Tweed by his effective political cartoons. Other reformers ran for and were elected to public office promising to improve society. One group of reformers, The City Club of New York, worked to elect a reform mayor in 1894. These reformers were known as goo-goo or good government guys and worked to clean up city governments.

Reformers sought to break the power of the city bosses and to take utilities out of the hands of private companies. As a result of their efforts, by 1915 fully two-thirds of the nation's cities owned their own water systems. Many cities also came to own and operate gas lines, electric power plants, and urban transportation systems. Commissions and the use of non-elected city managers and new types of municipal government were another innovation reformers made. These structures helped to distribute power so that one person such as a political boss or a corrupt politician would not have too much power.

Reformers believed that, given a chance, the majority of voters would elect honest officials instead of the corrupt officials handpicked by boss-dominated political machines. Reformers advocated a number of methods for increasing the participation of the average citizen for example, issuing secret ballots printed by the state and requiring voters to mark their choices secretly within the privacy of a curtained booth. By 1910, voting in all states was done this way. At the national level the Pendleton Civil Service Act was passed in 1883 to require that some federal jobs be based on an exam or system of merit and not given out as a favor.



New York polling place showing  
voting booths on the left

Reform movements are still alive in more recent history. For example, in 1944, an 8-year-old Mexican American girl by the name of Sylvia Mendez had been denied admission to her local white school in Westminster, California. Through the efforts of her family and others, the first blow against public school segregation in the United States took place. The case, known as *Mendez v. Westminster*, started a reform movement against segregation in California. Eventually, the Supreme Court of the United States in the 1954 *Brown vs. Board of Education* case ended legal segregation in schools nationwide. Through determination, organization, and collaboration, political, economic, and social change can take place.



## Document 3

### 'Twas Him



Thomas Nast's "Twas Him," from *Harper's Weekly*, August 19, 1871.

The caption reads "Who stole the peoples' money?" The large man at the left of the image represents "Boss Tweed." He is joined by two members of Tammany Hall, the mayor, and various city contractors that the city did business with such as carpenters.

# Document 4

## Why the Ward Boss Rules

The Alderman (city council member), therefore, bails out his constituents (residents of a district) when they are arrested, or says a good word to the police justice when they appear before him for trial; uses his "pull" with the [judge] when they are likely to be fined for a civil misdemeanor (small crime), or sees what he can do to "fix up matters" with the State's attorney when the charge is really a serious one.

Because of simple friendliness, the Alderman is expected to pay rent for the hard-pressed tenant when no rent is forthcoming, to find jobs when work is hard to get, to procure (get) and divide among his constituents all the places he can seize from the City Hall. The Alderman of the Nineteenth Ward (district) at one time made the proud boast that he had two thousand six hundred people in his ward upon the public pay-roll. This, of course, included day-laborers, but each one felt under distinct obligations to him for getting the job.

Jane Addams, "Why the Ward Boss Rules" *Outlook*, volume 57 (April 2, 1898)

## Document 5

### Mr. Richard Croker and Greater New York

We were silent for a time. Mr. Croker took a turn or two, and then resumed: "People [blame] Tammany (Hall) for this and for that. But they forget what they owe to Tammany. There is no denying the service which Tammany has rendered (provided) to the Republic. There is no such organization for taking hold of the untrained friendless man and converting him into a citizen. Who else would do it if we did not? Think of the hundreds of thousands of foreigners dumped into our city. They are too old to go to school. There is not a [reformer] in the city who would shake hands with them...Except to their employer they have no value to anyone until they get a vote." "And then they are of value to Tammany?" I said, laughing. "Yes," said Mr. Croker, imperturbably (calmly); "and then they are of value to Tammany. And Tammany looks after them for the sake of their vote, grafts (joins) them upon the Republic, makes citizens of them in short; and although you may not like our motives or our methods, what other agency is there by which so long a row could have been hoed so quickly or so well? If we go down into the gutter it is because there are men in the gutter, and you have got to go down where they are if you are to do anything with them."

William T. Stead, "Mr. Richard Croker and Greater New York," *Review of Reviews*, XVI  
(October, 1897)

## Document 6

### The Shame of the Cities

Tammany leaders are usually the natural leaders of the people in these districts, and they are originally good-natured, kindly men. No one has a more sincere liking than I for some of those common but generous fellows; their charity is real, at first. But they sell out their own people. They do give them coal and help them in their private troubles, but, as they (Tammany leaders) grow rich and powerful, the kindness goes out of the charity (gifts) and they not only collect at their saloons or in rents cash for their "goodness"; they not only ruin fathers and sons and cause the troubles they relieve; they sacrifice the children in the schools; let the Health Department neglect the tenements and, worst of all, plant vice (immoral or evil practices) in the neighborhood and in the homes of the poor.

Lincoln Steffens, *The Shame of the Cities*, 1904.

# Document 7

## Plunkitt of Tammany Hall

If there's a fire in Ninth, Tenth, or Eleventh Avenue, for example, any hour of the day or night, I'm usually there with some of my election district captains as soon as the fire engines. If a family is burned out, I don't ask whether they are Republicans or Democrats, and I don't refer them to the Charity Organization Society, which would investigate their case in a month or two and decide they are worthy of help about the time they are dead from starvation. I just get quarters (places to live) for them, buy clothes for them if their clothes were burned up, and fix them up till they get things humming' again. It's philanthropy (caring for others), but its politics, too - mighty good politics. Who can tell how many votes one of these fires brings me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

If there's a family in my district in want, I know it before the charitable societies do, and me and my men are first on the ground...The consequence is that the poor look up to George W. Plunkitt as a father, come to him in trouble - and don't forget him on election day.

Another thing, I can always get a job for a deservin' man. I make it a point to keep on the track of jobs, and it seldom happens that I don't have a few up my sleeve ready for use. I know every big employer in the district and in the whole city, for that matter, and they ain't in the habit of sayin' no to me when I ask them for a job.

George Washington Plunkitt in an interview from the early 1900s, from the book *Plunkitt of Tammany Hall* by William L. Riordan (1905).

# Document 8

## Machines Politics in Chicago

Crime conditions among the colored (African-American) people are being deliberately fostered by the present city administration...Disorderly cabarets (nightclubs), thieves, and depraved (evil) women are allowed in the section of the city [of Chicago] where colored people live. And, he added, the black people were being "exploited" (misused for personal gain) not just by whites but also for the sake of men in politics who are a disgrace to their own race.

The colored people have simply been sold out by the colored leaders. Our leaders are in the hands of white politicians, even though what the black people most need [are] representatives who are strictly representative, who are responsible first of all to the people of the ward."

Dr. George Cleveland Hall from: Tuttle, William M., Jr. *Race Riot: Chicago in the Red Summer of 1919*. 1970.

# Student Handout 1

## Quick Write

**Directions:** Answer the question that is written on the board. In your answer be sure to include three supporting details to help prove your point.

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# Student Handout 2

## Reading Processing

1. What factors led to the rise of political machines?

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2. Define political machines (in your own words). Use 7 words or less.

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3. Draw a picture representing the pyramid of political machines. Label the parts.

4. What were the positives and negatives of political machines? List the items.

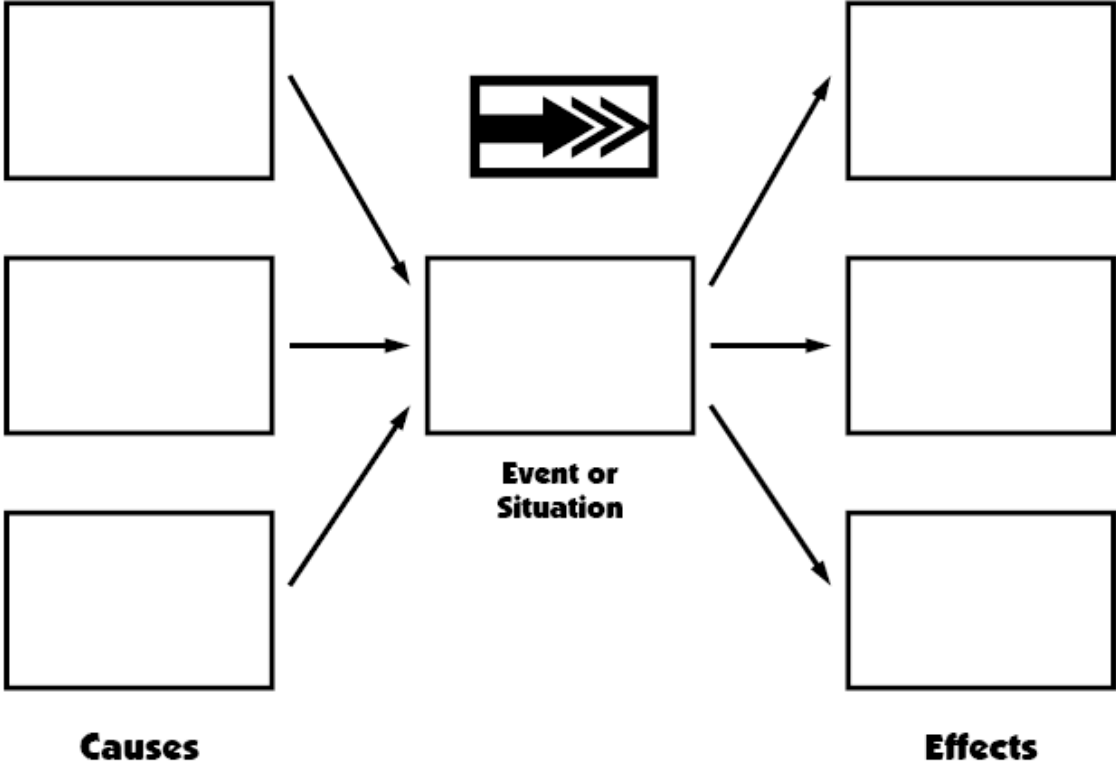
Positives: \_\_\_\_\_

Negatives: \_\_\_\_\_

5. Complete the following chart. Put political machines in the event box.



Student Handout 2



# Student Handout 3

## Determining Cause and Effect

When studying history, it is important to determine cause-and-effect relationships. A **cause** is the action or situation that leads to an event. An **effect** is the result or consequences of an action or a situation. For example, an event might be passing your History class. Some causes might be attending school daily, studying, and paying attention in class. Some effects of passing your History class might be learning something, graduating on time and having a free summer(no summer school).

Follow these steps to determine causes and effects when reading history:

1. Ask questions about why events occur.
2. Consider actions that may have led to those events.
3. Look for vocabulary clues. These words are known as signal words because they give you a signal or indication that causes and effects are to be found.  
Words or phrases such as: *because, due to, since, as a result of, therefore, thus, and as a consequence*, indicate cause-and-effect.
4. Review the items that you identified in your reading and consider the relationships between the causes and effects.

Read the passage below and make a cause and effect diagram based on the model from **Student Handout 2**. Use as many boxes as you need to illustrate the causes and effects. The event box has been done for you.

**Passage:**

In 1903 a woman named Ida B. Wells was concerned because the local Memphis, Tennessee political machine was not protecting African-Americans. As a result of the racism found in Memphis, lynching (being hung by a mob without a trial) terrorized the black community. For this reason Wells took action. She spoke and wrote about the injustices facing the African-American community. Her reform efforts spread from the city of Memphis to Chicago and on to Washington DC. As a consequence of her efforts a national anti-lynching law finally passed.

Ida B. Wells takes action
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# Student Handout 4

## Reading Processing

1. In 10 words or less, who were reformers and what did they do?

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2. Create a simile for reformers by completing the following statement. Give specific details to explain your simile.

Reformers were like \_\_\_\_\_ because \_\_\_\_\_

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3. What were three achievements of reformers?

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4. What do you think was the most significant achievement of the reformers in the area of politics? Explain

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5. Write a question that you have about reformers based on the reading.

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# Student Handout 5

## Document Analysis Organizer

Directions: As you analyze the primary source documents, complete the following Graphic Organizer.

<b>Document &amp; Source</b>	<b>Big Idea</b> What is the main idea of the document?	<b>Effect</b> Does the document reveal a positive or negative effect of political machines?	<b>Evidence</b> Write quotations or key ideas from the document that supports your opinion.
Doc 3:			
Doc 4:			
Doc 5:			

# Student Handout 5

<b>Document &amp; Source</b>	<b>Big Idea</b> What is the main idea of the document?	<b>Effect</b> Does the document reveal a positive or negative effect of political machines?	<b>Evidence</b> Write quotations or key ideas from the document that supports your opinion.
Doc 6:			
Doc 7:			
Doc 8:			

# Student Handout 6

## Writing Prompt and Task Sheet

### **Background:**

In the late 19<sup>th</sup> and early 20<sup>th</sup> century, American cities faced the challenges which arose from the effects of industrialization and urbanization. Within this context three groups of people were active to do what they thought was best for themselves and society. These groups were immigrants, political machines, and reformers.

### **Prompt:**

Did political machines have more of a positive or negative effect on American cities in the late nineteenth century?

### **Tasks:**

1. Write an introduction in which you explain what political machines were and how they arose. End the paragraph with a thesis statement that takes a stand on the prompt.
2. Write a body paragraph that supports your thesis statement using evidence from at least two documents. Include supporting explanations of that evidence.
3. Write a body paragraph in which you address the opposing view on the issue using evidence from at least one document. Include supporting explanations of that evidence.
4. Write a conclusion where you restate the thesis statement. Add any additional insight, historical significance of the issue or connections to the present.

### **Suggested terms to use in your writing**

political machine  
bosses  
corruption  
graft  
progressives  
immigrants  
reformers  
political  
social/social services  
economic  
benefits/beneficial  
self-interest  
common good

# Student Handout 7

**Directions:** Fill out the graphic organizer below to use when you write your essay.

Para-  
graph  
1

<u>Historical Context:</u> 2-3 sentence summary of political machines (What were they? What did they do?)	
<u>Thesis:</u> (Did political machines have more of a positive or negative effect?)	

Para-  
graph  
2

<u>Main Idea</u>  Support for thesis	Topic Sentence	
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis/Explanation	
	Concluding Sentence	

Para-  
graph  
3

<u>Main Idea</u>  The other side and further support for your side.	Topic Sentence	
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis/Explanation	
	Concluding Sentence	On the whole however, political machines had more of a _____ effect because _____

Para-  
graph  
4

<u>Conclusion</u>  Restate thesis and add any additional insight/significance	
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# Student Handout 7

**Directions:** Fill out the graphic organizer below to use when you write your essay.



# Transparency 1

## Sentence Starters

- I believe that....
- I understand your point, but....
- I would like to point out...
- I disagree with you because...
- I respect your opinion, however,
- I would like you to clarify...
- I am confused because...
- I agree because...
- “My idea builds upon what \_\_\_\_\_ said...”

## Transparency 2

### Take a Stand Statements

**Directions:** Read the statement, and decide if you agree or disagree with the statement. Take a stand by walking to the “agree or disagree” side of the room and prepare to defend your position.

1. Political machines served the poor because the wealthy didn't care about the poor.
2. The average American could not fight against machine politics.

## Transparency 2

### Take a Stand Statements

**Directions:** Read the statement, and decide if you agree or disagree with the statement. Take a stand by walking to the “agree or disagree” side of the room and prepare to defend your position.

3. Machine bosses controlled people through the use of fear.

4. Machine politics provided a means for folks to “take care of their own.”

# Transparency 3

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of political machines (What were they? What did they do?)													
	<u>Thesis:</u> (Did political machines have more of a positive or negative effect?)													
Paragraph 2	<u>Main Idea</u>  Support for thesis	<table border="1"> <tr> <td data-bbox="444 499 688 590">Topic Sentence</td> <td data-bbox="688 499 1469 590"></td> </tr> <tr> <td data-bbox="444 590 688 680">Supporting Detail/Evidence</td> <td data-bbox="688 590 1469 680"></td> </tr> <tr> <td data-bbox="444 680 688 770">Supporting Detail/Evidence</td> <td data-bbox="688 680 1469 770"></td> </tr> <tr> <td data-bbox="444 770 688 861">Supporting Detail/Evidence</td> <td data-bbox="688 770 1469 861"></td> </tr> <tr> <td data-bbox="444 861 688 951">Analysis/Explanation</td> <td data-bbox="688 861 1469 951"></td> </tr> <tr> <td data-bbox="444 951 688 1058">Concluding Sentence</td> <td data-bbox="688 951 1469 1058"></td> </tr> </table>	Topic Sentence		Supporting Detail/Evidence		Supporting Detail/Evidence		Supporting Detail/Evidence		Analysis/Explanation		Concluding Sentence	
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Analysis/Explanation														
Concluding Sentence														
Paragraph 3	<u>Main Idea</u>  The other side and further support for your side.	<table border="1"> <tr> <td data-bbox="444 1058 688 1148">Topic Sentence</td> <td data-bbox="688 1058 1469 1148"></td> </tr> <tr> <td data-bbox="444 1148 688 1239">Supporting Detail/Evidence</td> <td data-bbox="688 1148 1469 1239"></td> </tr> <tr> <td data-bbox="444 1239 688 1329">Supporting Detail/Evidence</td> <td data-bbox="688 1239 1469 1329"></td> </tr> <tr> <td data-bbox="444 1329 688 1419">Analysis/Explanation</td> <td data-bbox="688 1329 1469 1419"></td> </tr> <tr> <td data-bbox="444 1419 688 1612">Concluding Sentence</td> <td data-bbox="688 1419 1469 1612">           On the whole however, political machines had more of a _____ effect because _____            _____            _____         </td> </tr> </table>	Topic Sentence		Supporting Detail/Evidence		Supporting Detail/Evidence		Analysis/Explanation		Concluding Sentence	On the whole however, political machines had more of a _____ effect because _____ _____ _____		
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Paragraph 4	<u>Conclusion</u>  Restate thesis and add any additional insight/significance													

# Teacher Guide 1

## Key Ideas From The Documents

The following guide captures some of the key ideas found in each document. This does not represent an “answer key.”

<b>Documents &amp; Sources</b>	<b>Big Idea</b> What is the main idea of the source?	<b>Effect</b> Does the source reveal a positive or negative effect of political machines?	<b>Evidence</b> Write quotations or key ideas from the document that supports your opinion.
Doc 1:	Political machines provided needed services, but they abused power, and tax money, and corrupted the voting process.	Political machines affected cities in both positive and negative ways	Positive- Machines provided services like public works, food, clothing and housing.  Negative- Political corruption, voting fraud, and payoffs for construction contracts.
Doc 2:	Reformers fought to end the control of political machines and to clean up city government by ridding communities of political bosses. Later progressives reformed voting practices, government, and addressed the mistreatment of immigrants, minorities and the poor.	Individual reformers and later the Progressive Era brought about many positive improvements to government, schools, and the way Americans treat one another.	Positive (short term) - Secret ballot, fair employment. Positive (long term)- Anti-lynching laws, integrated schools, and reorganization of city governments.
Doc 3:	Boss Tweed and the Tammany Hall political machine amounted to a corrupt ring of thieves stealing public tax money.	The Boss Tweed machine affected New York city in negative ways	The phrase “who stole the people’s money?” suggests the graft carried out by the Tammany Ring in collaboration with elected government officials. The title, “T’was Him, suggests that it was difficult to pin the blame on an individual. The cartoon shows each member of the ring pointing at another (no accountability). Boss Tweed appears to be the biggest thief of them all.

# Teacher Guide 1

## Key Ideas From The Documents

The following guide captures some of the key ideas found in each document. This does not represent an “answer key.”

<b>Documents &amp; Sources</b>	<b>Big Idea What is the main idea of the source?</b>	<b>Effect Does the source reveal a positive or negative effect of political machines?</b>	<b>Evidence Write quotations or key ideas from the document that supports your opinion.</b>
Doc 4:	Bosses rule their neighborhood by peddling influence and favors.	Political bosses affected cities in both positive and negative ways:	Positive- The Ward Boss provides rent, bail, and jobs to people living in his ward. Negative- The Ward Boss uses pay-offs to “fix” situations with the police. Poor people in the ward feel an obligation to the corrupt boss.
Doc 5	Tammany Hall exploited immigrants in New York City by winning their trust and then manipulating them to vote for political “puppets” of the Tammany Hall machine.	Tammany Hall politics affected New York city in both positive and negative ways:	Positive- Tammany Hall connected with new immigrants and offered needed services. Negative- Immigrants were obligated to vote according to the dictates of Tammany Hall.
Doc 6:	Leaders of the Tammany Hall machine in New York City employed charity to grow rich and then utilized their power and wealth for personal gain.	Tammany Hall politics affected New York city in both positive and negative ways:	Positive- Tammany Hall men were kind, generous, and supplied coal to poor people. Negative- Tammany Hall men gained wealth from vice (criminal activities) that “ruined fathers and sons, and corrupted children.” They also neglected tenement properties.

# Teacher Guide 1

## Key Ideas From The Documents

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<b>Documents &amp; Sources</b>	<b>Big Idea</b> What is the main idea of the source?	<b>Effect</b> Does the source reveal a positive or negative effect of political machines?	<b>Evidence</b> Write quotations or key ideas from the document that supports your opinion.
Doc 7:	George Plunkett as a representative of Tammany Hall provides philanthropic services to poor people in his election district.	According to this source George Plunkett achieved a largely positive influence in New York City.	Plunkett promoted many philanthropic activities. He fought fires, bought clothing for poor people, and found jobs for the unemployed.
Doc 8	Political corruption affected various ethnic cultures in New York City and other major cities like Chicago. Both white and black political bosses were corrupt. Political machines often harmed the very people they claimed to represent. Corrupt bosses controlled the African American community in Chicago.	The Chicago machine bosses affected the African American community in negative ways:	Oscar DePriest “sold out” his own people in the course of allowing a variety of crimes, even prostitution, to flourish in the African American community.