

"Would the food regulation laws of the early 20 th century have happened without the publication of <i>The Jungle</i> ?"		
Content Standards	US History	US Civics
	<p>6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.</p> <p>6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.</p>	<p>C – 3.2.1 Describe limits the U.S. Constitution places on power of the states and on the federal government's power over the states.</p> <p>C – 3.3.1 Describe and analyze how groups and individuals influence public policy.</p> <p>C – 3.3.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.</p>
Staging the Question	Students will engage in a matching activity where they match the common household products/deadly poisons to the food they were commonly used to adulterate. They will then write down three questions they have because of the activity.	
Supporting Question 1		Supporting Question 2
What did the "Poison Squad" experiments reveal?		How accurate was Upton Sinclair's "The Jungle"?
Supporting Question 3		
What did the US Government do with the evidence from the Hygienic Table Trials (Wiley) and the Neill-Reynolds report (Sinclair)?		
Formative Performance Task		Formative Performance Task
Read the sources and answer any comprehension questions. Students should create a list of all the problems they notice as they go. They should keep a second list of any ideas they think could help solve the problem. Students will begin the "Problems-Solutions Handout."		Students engage in a matching exercise, where they corroborate passages from <i>The Jungle</i> , with the Neill-Reynolds report, the 2:50 PBS Clip on <i>The Jungle</i> , and the images. Students will complete the "Corroboration Handout." At the same time, they will continue to fill out the problems/solutions handout with any additional problems they see, and solutions that are suggested or that they can think of.
Formative Performance Task		Students highlight or check off the actions taken by the government from their solutions list (See how many of the real solutions they came up with on their own!)
Featured Sources		Featured Sources
<p>Source 1A: "The Borax Test" (PBS Video 2:39) <i>Note: This link takes you to a series landing page, "The Borax Test" is video 3 of 3.</i></p> <p>Source 1B: "Song of the Poison Squad"</p> <p>Source 1C: Wiley Report</p>		<p>Source 2A: Upton Sinclair's "The Jungle"</p> <p>Source 2B: "How 'The Jungle' Changed American Food" (PBS Video 2:50)</p> <p>Source 2C: Visit the Stockyards of the 1890s</p> <p>Source 2D: Neill-Reynolds Report</p>
Source 3A: Wiley's Law (June 30, 1906)		Source 3B: "What the Food Law Saves Us From"
Source 3C: Federal Meat Inspection Act 1906		Source 3D: Food Safety Timeline
OPTIONAL Source 3E: The Real Deal		
Assessment	Students individually complete the "The Jungle Claim-Evidence-Reasoning" and then choose from one of the recommended assessment formats (or one chosen by the teacher) and answer this question individually. If time is short, the C-E-R handout can be used as a final assessment.	
Extension/Taking Informed Action	ACT: Students research how their favorite junk food is made, and write a song or poem satirizing anything they find that is disgusting or disturbing	

Required Supplies/Materials:

- Web Browser (all groups)
- Lined paper (all students)
- Pen/pencil (all students)
- Hard copies or digital access to listed sources above
- Corroboration Handout (1 per group)
- Problems/Solutions Handout (all students)
- The Jungle Claim-Evidence-Reasoning (all students)

Suggested Pacing: Three 60-minute class periods

Lesson Sequence:**Period 1****Staging the Question** (10 minutes)

- Students use the Matching Handout to match common household products/deadly poisons to the food they were historically used to adulterate.
- They write down three "wonderings" they have based on this activity.

Teacher-Led Discussion (5 minutes)

- Reveal correct pairings and emphasize the historical problem of food adulteration.
- Introduce the first Compelling Question by saying that Harvey Washington Wiley and his dedication to food safety led him to conduct a series of human experiments called the Hygienic Table Trials which were designed to determine what was (and was not) safe to be added to food. Continue by saying that food safety was such a compelling issue that he wasn't the only person to sound the alarm. A muckraking novelist named Upton Sinclair also published a sensational novel called *The Jungle*, which further urged the Congress to take legislative action. Students will be investigating both.
- Pose the Compelling Question as a rhetorical question that students will now work to answer- by first breaking the issue down into three Supporting Questions! Starting with "what did the Poison Squad experiments reveal?"

Partner Work: Problems/Solutions Handout (45 minutes)

- Students find a partner with one similar "wondering" from the Staging the Question
- Play source 1A to the class and give students time in their pairs to write down the problems they notice on their Problems/Solutions handout. Repeat this for source 1B, while also giving students the lyrics. (students should respond in pairs on their worksheets, but due to the media type of these sources it is best to present them to the whole group).
- Transition fully to allowing students to work at their own pace in pairs on Source 1C.

Period 2**Group Formation** (5 minutes)

- Pairs find another pair with similar answers to Supporting Question 1, forming groups of four.

Corroboration Exercise and Problems/Solutions (50 minutes)

- Groups access Sources 2A-2D.
- Complete the Corroboration Handout, connecting passages from *The Jungle* to other sources.
- Continue filling out the Problems/Solutions handout.
- Answer Supporting Question 2.

Teacher-Led Video Break (5 minutes)

- About 25 minutes into the Corroboration Exercise, bring the class back together and show the 2:50 PBS clip on [The Jungle](#). Give students an opportunity to complete the column on their handouts for that source, and then release them to finish working.

Period 3

Solution Check (25 minutes)

- Pass out Sources 3A, 3B, and 3C and explain to the class that they are real examples of legislation that was passed because of both Wiley's and the Neill-Reynolds Reports. Groups check how close they got to the actual solutions by comparing their proposed solutions to the actual solutions.
- Review their Problems/Solutions handout and highlight/check off government actions that match their proposed solutions.
- Give students the Food Safety Timeline and have them review it to answer the Wrap-up question. This should be the final piece of the puzzle to allow them to answer the Compelling Question.
- *OPTIONAL* If you find that your students need more background to answer the Compelling Question, provide them with Source 3E "The Real Deal".

Summative Assessment (25 Minutes), Students complete the Claim-Evidence-Reasoning handout and then write a short response to the question, "Would the food regulation laws of the early 20th century have happened without the publication of *The Jungle*?". Alternatively, students could create:

- A video PSA *
- Create a Podcast
- An infographic*
- Artwork (drawing, painting, mural plan, etc.)* Poem*
- Song*

**Note: if the student chooses one of these options, we recommend it be accompanied by either a short written or oral explanation to fully assess student success at answering the Compelling Question.*

Wrap-Up and Discussion (10 minutes)

- Discuss the Compelling Question and the impact of *The Jungle* on food regulation.
- Reflect on the students' proposed solutions and their accuracy.

