

IS PROGRESS GOOD? INTERPRETATION ACTIVITY

INSTRUCTIONS:

What do the artifacts you have chosen to display *mean*? What do they tell us about the changes during this time period? In what ways did these new ways of doing work, playing, and living affect everyday people? Were the consequences positive or negative, or both? Use your analysis of the documents and your exhibit planner to complete the chart below.

| List new ways of doing things here | What are some positive consequences of this change? | What are some negative consequences of this change? |
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Team:

Teacher OK and date:

PREWRITING: Was this progress good for the average American?

Now that your team has analyzed the evidence, you need to make a decision about how to answer the essential question: Was this progress good for the average American? Complete the pre-writing activity below, and then get it checked by your teacher.

1. State your thesis (your answer to the question.)

We think the changes in _____ between 1880 and 1920 were _____.

2. Give at least 3 details to support your thesis, based on the evidence you described in your interpretation chart. Be sure to explain HOW or WHY your details support your thesis. (Each detail will eventually be written into one sentence.)

• _____

• _____

• _____

3. Restate your thesis and summarize your reasons for believing your thesis is correct.

Overall, we think the changes in _____ between 1880 and 1920 were _____ because
