
Populism: Farmers vs. Big Business

Goals & Objectives

Students will learn about the Populism movement. Students will explore who joined the Populist party and what the party's goals were.

California State Content and Common Core Standards

11.2.8 Examine the effect of political programs and activities of Populists.

RSLH 11-12, 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Lesson Introduction

Students will watch the first 8 minutes of a Glenn Beck video on Youtube. After the video, a two minute, whole class discussion will be conducted using the following questions: Is Glenn Beck's theory probable? Does Glenn Beck attain a bias? If so, what is it?

https://www.youtube.com/watch?v=cSI_a0l6Rn0

Vocabulary

Students will fill out the following words in their picture dictionaries as they read the section in their textbook.

- Populism
- Greenback
- inflation
- deflation
- Grange
- cooperative
- People's Party
- graduated income tax
- goldbug
- silverite

Content Delivery (Reading from textbook)

The teacher will inform their students to turn to Chapter 16, Section 2 in their textbook. The teacher will conduct a pre-read from *The American Vision*, Chapter 16 Section 2, “Populism.” The pre-read will focus on each section of the text, aiming to get students thinking about what the text will explain. After the pre-read is conducted, students will read individually while they fill out the guided reading notes and vocabulary. While the notes are being filled out by students, the teacher will walk around checking to see students’ understanding, giving feedback when necessary.

Student Engagement

As students read they will fill in guided reading notes and vocabulary. After they have read the section and filled out the notes, students will create a “big idea process flow chart” foldable. The foldable will be folded in four horizontal sections. Each section will be titled with each heading of the section: *Unrest in Rural America, Farmers’ Alliance, The Rise of Populism, The Election of 1896.*

Lesson Closure

Students will discuss briefly in small groups which current political party the Populists resemble the most.

Assessment

Formative – As students read, the teacher will walk around the classroom to see if students are filling out their guided notes correctly. T

Summative - “Big idea process flow chart” foldable will act as an assessment to measure whether or not students understood the big idea of the section.

Accommodations for English Learners, Striving Readers and Students with Special Needs

The picture dictionary and the guided notes will help ELs, Striving readers and students with special needs, scaffold the information. The foldable will help students take a step back and understand the main point. For advanced students, a handout will be given to them to read and analyze for extra credit.

Lesson Resources

https://www.youtube.com/watch?v=cSI_aO16Rn0