



<b>Political Bosses Lesson</b>	
<b>Central Historical Question:</b> Explain why Progressives believed that political bosses were corrupt?	
<b>California State Standard(s)</b>	<b>11.2.4 - Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</b>
<b>Common Core State Standard(s):</b>	
<p style="text-align: center;"><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i></li> <li>2. <b>Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</b></li> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>6. <b>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</b></li> <li>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>9. <b>Analyze the relationship between a primary and secondary source on the same topic.</b></li> <li>10. <i>By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and</i></li> </ol>	<p style="text-align: center;"><b>Writing</b></p> <ol style="list-style-type: none"> <li>2. <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol> </li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>8. Gather relevant information from multiple authoritative print and digital</li> </ol>



*proficiently.*

sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

**9.** Draw evidence from informational texts to support analysis, reflection, and research.

**10.** *Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*