

# **Transcendentalism and Progressivism: Then and Now**

## **Curriculum Unit Plan**

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**Grade 10**

**American Cultural Studies (Combined American Lit. and American History)**

**Conclusion of First Nine Weeks**

### **Abstract:**

This unit will take place during the first nine weeks of the school year. American Cultural Studies is a co-taught, blocked class which combines the content standards of American Literature (ENG 10) and American History. Students have the class five days per week.

Throughout this unit, students will be introduced to the major concepts associated with transcendentalism and progressivism. Students will seek an understanding of both concepts through various activities and culminate with a presentation meant to demonstrate connections between the two concepts and modern day.

### **Historical Context:**

The late 1800s and early 1900s were times of great reform in America. Tired of the poor working conditions, overcrowding of cities, political corruption and abuses by industrialists, people known as Progressives took it upon themselves to create change. By using various forms of the media, combined with organized protests, petitions, and the power of the vote, the Progressives exposed these issues, and informed thousands of Americans of the conditions that existed. The result was a short-lived era of reform, in which social, political, and industrial conditions were targeted and improved.

### **Objectives:**

Throughout this unit, students will gain an in-depth understanding of Transcendentalism and Progressivism. Students will be able to identify the major themes of Transcendentalism, the main goals of the Progressive Era reformers, and demonstrate connections between the two concepts. Students will consider the relevance of Transcendentalism and Progressivism in the 21st Century, culminating in a presentation of the findings.

### **Standards:**

#### **Social Studies (American History, Ohio Department of Education)**

CS#14: The Progressive Era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

#### **English (English 9-10, Ohio Department of Education)**

## Reading Standards for Informational Text Grades 9-10

### *Key Ideas and Details*

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### *Craft and Structure*

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### *Integration of Knowledge and Ideas*

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### *Range of Reading and Level of Text Complexity*

10. By the end of **grade 9**, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of **grade 10**, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

## Writing Standards Grades 9-10

### *Production and Distribution of Writing*

**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

*Research to Build and Present Knowledge*

**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

*Range of Writing*

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

**Speaking and Listening Standards Grade 9-10**

*Comprehension and Collaboration*

**1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the

evidence and reasoning presented.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### *Presentation of Knowledge and Ideas*

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### **Duration:**

There will be six instructional days for this unit. Student presentations will follow the six instructional days.

#### **Materials:**

Notebooks, writing instruments, textbooks, Internet Access, computers/Chromebooks

#### **Assessments:**

Each lesson has detailed information on both formative and summative assessments. Major assessments include: Writing Assignments, Document Based Activities, Journaling Assignments, Timeline Activity, Class Discussions, and Group Prezi Presentation.

#### **Outline:**

Day 1: Unit Introduction and Overview

Day 2: Transcendentalism quotes activity, Emerson readings

Day 3: Thoreau reading, journaling activity

Day 4: Journaling activity debrief, Begin Progressivism (goals)

Day 5: Progressive Reforms, Civil Disobedience reading assignment

Day 6: Modern Progressives and transcendentalism/progressivism connections activity

Day 7: Research/Presentations

Day 8: Presentations/debrief

#### **Lessons:**

*These lessons will take place during a larger thematic unit covering industrialization, urbanization and immigration in 19th Century America. Students will consider the Progressive and Transcendental connections after having established foundational knowledge for both topics.*

#### **Day 1: Introduction to Transcendentalism and Progressivism (1 class period, 60 mins)**

#### **Intro Activity:**

Begin the introduction to Transcendentalism and Progressivism with the following quote:

“The nation itself, with all its so-called internal improvements, which, by the way are all external and superficial, is just such an unwieldy and overgrown establishment, cluttered with furniture and tripped up by its own traps, ruined by luxury and heedless expense, by want of calculation and a worthy aim, as the million households in the land; and the only cure for it, as for them, is in a rigid economy, a stern and more than Spartan simplicity of life and elevation of purpose. It lives too fast.” -Thoreau, *Walden*, Chapter 2

Students will then think about and discuss answers to the following questions (10 min):

Thoreau comments on the “so-called improvements” he sees in and around Concord, MA in the above passage from *Walden*. Why do you think Thoreau seems skeptical of the technological advances? How might he react to technological advances during the late 19th and early 20th Centuries? How might he react to cell phones and social media today?

After discussion, students will get into small groups of 3-4 students and will identify (write about) the following (20 min):

Two technological advances Thoreau might have seen in and around Concord in the 1840s (based on what they have learned in history class). Then, identify two technological advances from the Progressive Era (1890s-1914). Explain the positive and negative impacts of technological advances today (identify at least two).

We will reconvene as a whole class and each group will then share at least one technological advance or a positive/negative impact (15 min).

Final 15 min of class:After the Intro Activity takes place and discussion has occurred, students will be asked to identify the overarching transcendental theme that they believe is present in the Thoreau quote from the activity itself. Students will come up with ideas and we will write them on the whiteboard. After looking over all of the ideas, we will decide on the one that seems to fit best (simplicity will likely come from the suggestions). Now that the process of deciding upon themes from quotes has been modeled, students will be given a more extensive task to complete on their own. The below “themes and quotes” assignment will be given for homework (Extension Activity).

**Assessment:**

Students will be assessed throughout this lesson formatively. Formative assessments include observations of group discussions, completion of the introduction activity, and substantive participation.

**Extension Activity (due the following day):**

Students will be asked to read through all of the quotes (see on following page) and attempt to come up with other overarching concepts/themes of transcendentalism. They will be encouraged to come up with at least five other themes based on the quotes.

**What are the themes of transcendentalism?**  
**Can you determine from these quotes?**

“Nothing is at last sacred, but the integrity of your own mind.” - Emerson

“Rather than love, than money, than fame, give me truth.” - Thoreau

“Many go fishing all their lives without knowing that it is not fish they are after.” - Thoreau

“There is a time in every man’s education when he arrives at the conviction that envy is ignorance, that imitation is suicide.” - Emerson

“The only obligation which I have a right to assume is to do at any time what I think right.” - Thoreau

“The power which resides in him is new in nature, and none but he knows what that is which he can do, nor does he know until he has tried.” - Emerson

“Whoso would be a man, must be a nonconformist.” - Emerson

“To be awake is to be alive.” - Thoreau

“Nature always wears the color of the spirit.” - Emerson

“Do not go where the path may lead, go instead where there is no path and leave a trail.” - Emerson

“Nature puts no question and answers none which we mortals ask.” - Thoreau

“Don't waste yourself in rejection, nor bark against the bad, but chant the beauty of the good.” - Emerson

“A man is rich in proportion to the number of things he can afford to let alone.” - Thoreau

“Go confidently in the direction of your dreams! Live the life you've imagined. As you simplify your life, the laws of the universe will be simpler.” - Thoreau

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.” - Thoreau

“Not till we are lost, in other words, not till we have lost the world, do we begin to find ourselves, and realize where we are and the infinite extent of our relations.” - Thoreau

## **Day 2: Transcendentalism and Emerson (1 blocked period, 90 mins)**

### **Preview Activity (20 mins):**

Students will come in with their suggestions for overarching themes of transcendentalism from yesterday’s Extension Activity and get into small groups of 3-4 students to come up with a short list. After discussing in their small groups, one representative from each group will write their themes on the whiteboard. After all groups have written their lists on the board, we will go through the lists to find commonalities in themes and create a master list of concepts/themes.

Students will then get a chart, like the one included, where we will fill in the themes with brief descriptions. Some possible themes have been listed, but the class may come up with different ones to fill in. Students will keep their charts over the course of the unit and fill in the quotes and explanations columns as we read through different selections.

**Mini-Lecture** (20 mins):

A brief lecture will then occur on the historical context of transcendentalism and Ralph Waldo Emerson specifically. Students will add to their descriptions of the themes of transcendentalism as teachers lecture.

**Text-Based Activity** (20-30 mins):

Because transcendental readings can be difficult for students to initially understand, an excerpt (approximately 2 pages) from "Nature" by Emerson in the American Literature textbook will be read aloud by the teacher and discussed with the class as it is being read. As we read, students will be encouraged to record in their charts any thematic quotes they find in the selection.

Final 20 minutes of class:

Once we have finished reading, students will be asked to share the quotes they felt were connected to different transcendental themes and then explain the connections specifically. As students discuss the quotes and connections, teachers will ensure that students record at least one quote and explanation in their theme charts.

**Extension Activity (due the following day)**

Homework will be to read the excerpt (approximately 2 pages) from "Self-Reliance" by Emerson that is in their textbook and to record at least one more quote with explanation in their chart from this reading selection.

**Assessment:**

Students will be assessed throughout this lesson formatively. Formative assessments include observations of group discussions, completion of the activities, and substantive participation.

**Theme Chart:**

<b>Themes of transcendentalism</b>	<b>Example (quote w/citation: you will need page number)</b>	<b>Explanation (how does this quote reflect the element)</b>
Nonconformity		

Simplicity		
Self-reliance		
Connection between God, nature, and people.		
Idealism (optimism)		
Questioning Choices/Living Deliberately		

**Day 3: Thoreau and the Importance of Journaling(1 blocked period, 90 mins)**

**Preview Activity** (15 mins):

First, students will get into small groups to discuss and summarize the “Self-Reliance” excerpt from yesterday’s Extension Activity. They will also share quotes from the reading that they wrote in their transcendental themes chart (they may add to their charts). This will help students recollect what they learned from the reading, and it will help with understanding of the connections between the reading and the transcendental themes.

Then, we will reconvene as a whole class and share quotes that students included in their charts (again, students may add to their charts as we go).

**Mini-Lecture** (15 mins):

A brief lecture will then occur on Henry David Thoreau, his connection to Emerson, and his place in transcendentalism. A focus will also be on his belief in the importance of field notes and journaling. Students will add to their descriptions of the themes of transcendentalism as teachers lecture.

**Text-Based Activity** (30 mins):

An excerpt (approximately 5 pages) from “Where I Lived, and What I Lived For” in *Walden* by Thoreau in the American Literature textbook will be read aloud by the teacher and discussed with the class as it is being read. As we read, students will be encouraged to record in their charts any thematic quotes they find in the selection. After we finish reading, we will discuss the overall concepts present in Thoreau’s piece. Students will think about and respond to questions such as:

Why did Thoreau choose to live in the woods?

How should writers approach the world around them?

What are the different messages we take from this particular selection (what was Thoreau attempting to have us consider)?

**Writing Activity (30 mins):**

Weather permitting, students will then be asked to go outside and just quietly observe nature (no cell phones out during this time). After 10-15 minutes, students will be asked to journal on what they observed, what thoughts came to their minds, what connections they found to Thoreau’s teachings.

With the time remaining, students will be encouraged to share their reflections and whether or not they enjoyed the quiet time outside.

**Extension Activity (due the following day)**

Homework will be to read the excerpt (approximately 3 pages) from “The Conclusion” in *Walden* by Thoreau that is in their textbook and to record at least one more quote with explanation in their chart from this reading selection.

**Assessment:**

Students will be assessed throughout this lesson both formatively and summatively. Formative assessments include observations of group discussions, completion of the preview activity, and substantive participation. Summative assessments include written responses to the text-based activity and writing activity.

**Day 4: Thoreau and the Connection to Progressivism (1 blocked period, 90 mins)**

**Objective:**

Connect the ideals of Thoreau to the Progressives. Describe the social and political conditions that existed in America just prior to the Progressive Movement. Discuss how the Progressives informed their audiences of these conditions, and explain the extent to which they were successful in reforming several of the problems they addressed.

**Introduction Activity (15 mins):**

First, we will discuss as a whole class the overall concepts from “The Conclusion” and students will respond to the question: Which conclusions did Thoreau make?

Students will then share their quotes they added to their transcendental theme charts (they may add to their charts as we discuss). Students will turn in their charts - all boxes should be filled in at this point.

**Text-Based Writing Activity (30 mins):**

An excerpt (approximately 1 ½ pages) from “Civil Disobedience” by Thoreau in the American Literature textbook will be read aloud to the class. After reading it aloud, students will be asked to journal their reaction to the selection. Their reactions can include their own opinions, agreements/disagreements, interpretations, etc.

Some specific questions students will be asked to consider as they write:

What is Thoreau's message in this selection?

Do they agree with Thoreau's ideas about government? Why/why not? They should give specific reasons.

After students have time to write and reflect, they will be encouraged to share their thoughts with the class.

We will then discuss how the transcendental themes and Thoreau's ideas regarding government connect with the Progressives.

**Progressivism Preview Activity** (15 mins): Students will work independently to write a list of at least 12 things they know about the Progressive Era (based on their history class). Students will work in small groups to compare and contrast their lists. The whole class will compile a list and conduct an informal discussion.

**Mini-Lecture** (10-15 mins): Teacher will lead a brief discussion of the four main goals of the Progressive Era reformers, including the following examples on the following page.

#### 4 Goals of Progressivism

1. Protecting Social Welfare
  - YMCA, Social Gospel, Salvation Army, Florence Kelley
2. Promoting Moral Improvement
  - Prohibition, WCTU, Anti-Saloon League
3. Creating Economic Reform
  - Questioning capitalism after Panic of 1893
  - Some embraced Socialism
  - Journalists/muckrakers
4. Fostering Efficiency
  - Scientific management, parts of the whole
  - Assembly lines, high turnover and productivity
  - Industry and government

**Document-Based Activity** (10-15 mins):

Students will read the following excerpt from President Woodrow Wilson's First Inaugural Address (March 4, 1913) and respond to the questions.

*"We see that in many things (our) life is very great...but...evil has come with the good...With riches has come inexcusable waste. We have squandered (wasted) a great part of what we might have used, and have not stopped to conserve the exceeding bounty of nature...We have been proud of our industrial achievements, but we have not ... stopped thoughtfully enough to count the human costs...(Our) great Government we loved has too often been made use of for private and selfish purposes, and those who used it had forgotten the people.*

*At last a vision has been (shown to) us of our life as a whole. We see the bad with the good...With this vision we approach new affairs. Our duty is to cleanse, to reconsider, to restore, to correct the evil...to purify and humanize every process of our common life..."*

1. Woodrow Wilson recognizes that "evil has come with the good." Identify three "evils" that Wilson discusses. (You do not need to identify the "good.")

2. Choose two goals of the Progressive Era Reformers. Explain how the goals agree or disagree with President Wilson's remarks.

### **Extension Activity (due the following day)**

Students will answer the following prompt with at least a two paragraph constructed response. Their writing will be shared and turned in the following day.

Prompt: Consider the views of Henry David Thoreau and other Transcendentalists. With their espousal of nature, self-reliance, and non conformity, think about how the Transcendentalists would respond to the goals of the Progressives. Add a fifth goal of the Progressive Movement (in addition to those identified in class) on behalf of the Transcendentalists. Explain its significance to both movements.

### **Assessment:**

Students will be assessed throughout this lesson both formatively and summatively. Formative assessments include observations of group discussions, completion of the introduction and preview activity, and substantive participation. Summative assessments include written responses to the text-based writing activity, document-based activity, and extension activity.

### **Day 5: Progressive Reforms (1 blocked period, 90 minutes)**

#### **Objective:**

Describe the social and political conditions that existed in America just prior to the Progressive Movement. Discuss how the Progressives informed their audiences of these conditions, and explain the extent to which they were successful in reforming several of the problems they addressed.

#### **Preview Activity (15 mins):**

In small groups, students will share their responses from yesterday's extension activity. They will be encouraged to evaluate each other's "5th Goal" in terms of impact on the movement's success.

#### **Timeline Activity (30-40 mins)**

Students will be presented with the following information:

#### Progressive Era: Chronology of Major Events

1883 Civil Service Act

1890 Jacob Riis publishes *How the Other Half Lives*

1904 Ida Tarbell Publishes *History of Standard Oil*

1906 Upton Sinclair publishes *The Jungle*  
1906 Pure Food and Drug Act passes  
1906 Meat Inspection Act passes  
1908 President Roosevelt calls national conservation conference  
1913 16<sup>th</sup> Amendment sets up federal income tax  
1913 17<sup>th</sup> Amendment calls for direct election of U.S. senators  
1916 Keating Owens Act limits child labor  
1917 18<sup>th</sup> Amendment prohibits making or selling alcoholic drinks  
1920 19<sup>th</sup> Amendment gives women the right to vote

After a brief discussion of the accomplishments of the Progressive reformers, students will conduct research about the topics on the timeline. Using personal digital devices, Chromebooks, textbooks, or other devices, students will research and write a 2-3 sentence explanation of each item on the timeline. In essence, they will be creating an annotated timeline.

**Writing Activity (15 mins):**

Students will respond to the following prompt:

Considering what you have learned about Transcendentalism, which item on the timeline do you think the Transcendentalists would consider most important? Why? Write at least a paragraph and include at least two examples from class content.

This will emphasize connections and also prepare students for the Extension Activity.

**Debate Activity (15-20 mins):**

Then, students will discuss and debate their answers (practicing skills of argument: claims, counterclaims, rebuttals).

**Extension Activity (due the following day)**

Students will respond to the following driving questions. Each response should be at least one paragraph and include at least two examples from class content.

1. How have industrialization, immigration, and urbanization transformed American life?
2. How did Progressive reforms address the ills associated with industrial capitalism?
3. How successful were the Progressive reforms? How might they have impacted YOUR community in a positive way?

**Assessment:**

Students will be assessed on their timelines (project grade) and extension activity responses (homework grade) in addition to their level of substantive participation during class in the writing and debate activities (participation grade).

**Day 6: Connections between Transcendentalism and Progressivism (1 blocked class period, 90 minutes)**

**Preview Activity Part 1 (15 mins):**

Class discussion on explicit connections between transcendentalism and progressivism, specifically on the issues of reform (nature/environment, abolitionists, non-conformity). Students will take notes from class discussion in order to help them complete part 2.

**Preview Activity Part 2 (45 mins):**

Identify three present-day problems or issues and answer the following for each of the three.

1. What action should be taken to fix it?
2. Who would support this action?
3. Who would oppose this action?
4. What would be the biggest obstacle in taking this action?
5. How would you know if the action was successful?
6. Identify at least one transcendental theme from your chart and/or from our discussions that would support your proposed action.

Each group will then have an informal presentation of one of their problem/solution ideas and how the action would be supported by transcendentalists.

## **Introduction to the Culminating Activity: Prezi presentations (assessment)**

-see assignment and rubric on the following pages

### **Tracking Transcendentalism:**

**What elements of Transcendentalism do you see in Progressives of modern day and in your community? Are these transcendental ideals making modern day Progressives more effective?**

For this assignment, you will work with a team to seek out modern day Progressives and make connections to the Transcendental ideals we have discussed.

Your group will create a Prezi that you will present to the class. Your Prezi must include the following elements:

- A. **An introduction** to your project explaining how your group qualified modern day Progressives. What is a modern day Progressive? What are the characteristics of these people? Was it easy for your group to decide or was it difficult to narrow down and agree upon the three you chose? Why?
- B. **THREE quotes (1 for each person)** from your research that support why each person is a modern day Progressive. They must be cited.
- C. **THREE visuals** that enhance your presentation and emphasize specific points you are making about each of the three modern day Progressives. Be sure to explain the importance of the images as you present. These can be any of the following (as long as they are school appropriate—if you're not sure, ASK ME PLEASE):
  - pictures/images
  - movie clips
  - television clips
  - video games
  - advertisements from magazines, newspapers, or the internet
  - any other examples that you think would be effective—talk to me if you have some other ideas!

- D. Each modern day Progressive must connect to one of the **Transcendental themes** and in your presentation you must specifically state which theme matches up with each person.
- E. You must include a **specific connection** (explanation) as to why each of the modern day Progressives matches up with the Transcendental theme you chose.
- F. **A conclusion to your project** during which you draw conclusions about the importance of these Progressives and the Transcendental ideals in our modern day culture.

**\*\*You will not need to turn in anything written for this project. You will be graded on your presentation according to the rubric on the following page. Please note that ALL MEMBERS OF YOUR GROUP SHOULD PARTICIPATE (meaning speaking) DURING THE PRESENTATION.\*\***

### Tracking Transcendentalism Project Rubric

	4	3	2	1
<b>Introduction</b>	Clearly and articulately explains group's stance on the questions of the project; uses several examples from group members' experiences to support ideas.	Clearly states group's stance on the questions of the project; uses some examples from group members' experiences to support ideas.	Mentions group's stance on the questions of the project; uses one example from group members' experiences to support ideas.	Group's stance on the questions of the project is not entirely clear; uses no examples from group members' experiences to support ideas.
<b>Three Quotes</b>	Quotes are incorporated into the presentation, cited, and clearly establish what the group feels are critical reasons for why these people are modern day Progressives.	Quotes are incorporated into the presentation, cited, and somewhat establish what the group feels are critical reasons for why these people are modern day Progressives.	Quotes are in the presentation, cited (possibly incorrectly), but do not establish what the group feels are critical reasons for why these people are modern day Progressives.	Quotes are in the presentation, but not cited and have no clear relevance to what is being discussed.
<b>Three Visuals</b>	Media selected is carefully chosen from a credible source, and clearly relates to the group's stance on the project question	Media selected is from a credible source, and loosely relates to the group's stance on the project question	Media selected may or may not be from a credible source, and suggests the group's stance on the project question	Media selected is not from a credible source, and does not relate to the project question
<b>Transcendental Theme Connections</b>	Themes selected are carefully chosen and clearly connect to the modern day Progressives.	Themes selected somewhat connect to the modern day Progressives.	Themes selected loosely connect to the modern day Progressives.	One or more of the themes does not relate to the modern day Progressives.
<b>Conclusion</b>	Clearly and articulately answers all questions posed in the assignment description; all group members' opinions are expressed	Clearly answers all questions posed in the assignment description; most group members' opinions are expressed	Answers most questions posed in the assignment description; one group member's opinion is expressed	Answers few or none of the questions posed in the assignment description

<b>Presentation Skills</b>	All group members participate in presentation. Eye contact is consistently made, volume and rate are appropriate, and members have obviously practiced presenting.	All group members participate in presentation. Eye contact is made, volume and rate are appropriate, and members have practiced presenting.	Most group members participate in presentation. Eye contact is inconsistent, volume and rate are somewhat appropriate.	Some group members participate in presentation. It is obvious that the group has not practiced.
<b>Visual Presentation</b>	Prezi is creative and visually appealing, contains no grammatical errors, and is neat and organized.	Prezi is creative and visually appealing, contains grammatical errors, and is neat and organized.	Prezi is somewhat creative and visually appealing, contains grammatical errors, and has some organization.	Prezi is not creative or visually appealing, contains grammatical errors, and has some organization.