

Teacher Guide for the Lesson on **Pure Food and Drug Act**

Standard:

US.15(B)

Content Objective:

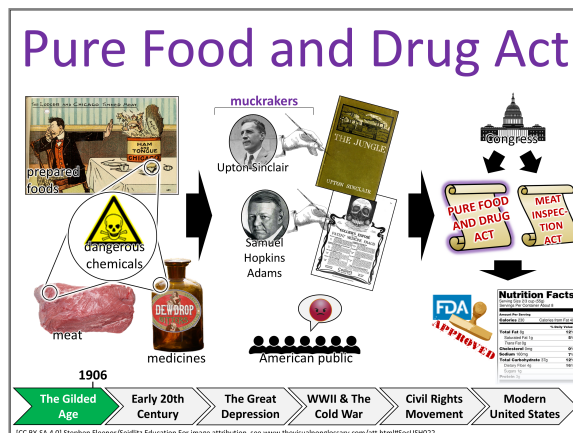
We can explain how the **Pure Food and Drug Act** showed a shift in the relationship between the federal government and private businesses.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

What do you think would have happened if the **Pure Food and Drug Act** was not passed?

*If the **Pure Food and Drug Act** was not passed, I predict...*

Other key vocabulary: [muckrakers](#)



By studying this visual, students might:

Notice	Wonder
<ul style="list-style-type: none"> Prepared foods, meat, and medicines had dangerous chemicals. 	<ul style="list-style-type: none"> What motivated muckrakers to expose unsafe practices?
<ul style="list-style-type: none"> The muckrakers, like Upton Sinclair and Samuel Hopkins Adams, wrote about this issue. 	<ul style="list-style-type: none"> How did the public react when The Jungle was published?
<ul style="list-style-type: none"> The American public was upset when they found out about the condition of their food. 	<ul style="list-style-type: none"> Did all business owners agree with these new regulations?

<ul style="list-style-type: none"> • Congress passed two acts — the Pure Food and Drug Act and the Meat Inspection Act. 	<ul style="list-style-type: none"> • How did the Pure Food and Drug Act impact the economy or jobs?
<ul style="list-style-type: none"> • The passage of these acts led to the FDA being in charge of regulating and approving products for the public. 	<ul style="list-style-type: none"> • What long-term effects did the FDA have on American society?

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>How was the Pure Food and Drug Act passed?</p> <p>The Pure Food and Drug Act was passed...</p>	<p>How was the Pure Food and Drug Act related to muckrakers?</p> <p>The Pure Food and Drug Act was related to muckrakers because...</p>	<p>What do you think would have happened if the Pure Food and Drug Act was not passed?</p> <p>If the Pure Food and Drug Act was not passed, I predict...</p>

Example Student Responses to the Observational Question

Low-Level	High-Level
<p><i>The Pure Food and Drug Act was passed after people found out their food and medicine were unsafe.</i></p>	<p><i>The Pure Food and Drug Act was passed because muckrakers exposed dangerous food and medicine practices, leading the public to demand that Congress create laws to protect consumers.</i></p>

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.



Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p><i>The purpose for reading is to explain how the Pure Food and Drug Act changed the balance of power between private companies and the federal government.</i></p>	<ul style="list-style-type: none"> • The conditions of food and medicine production before the Pure Food and Drug Act • How muckrakers exposed unsafe or dishonest business practices • What role President Theodore Roosevelt and Congress played in passing the law • How the Pure Food and Drug Act changed the government's power over business • The long-term effects of this law, including the creation of the FDA 	<p>How did the Pure Food and Drug Act change the relationship between businesses and the federal government?</p> <p><i>The Pure Food and Drug Act changed the relationship between businesses and the federal government by...</i></p>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p><i>Triangle is bottom-left</i></p>	 <p><i>Square is bottom-left</i></p>	 <p><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.