

Name _____

City Machine Answer Key

Expected student responses should include:

1. Immigrants and poor workers; they needed assistance, and Tweed provided resources in exchange for votes.
2. Controlling jobs and services; bribery; rigging elections; awarding dishonest contracts.
3. They exposed corruption through newspaper articles and political cartoons, convincing the public and authorities to demand change.
4. It showed that corrupt leaders could be punished, protecting democratic principles like fair elections and honest government.

Responses should demonstrate comprehension rather than memorization.

Teacher's Guide

Engagement Strategies:

- Show a political cartoon of Boss Tweed and ask what message it sends
- Use a quick simulation of "votes for favors" to introduce the concept of political machines
- Discuss why people might support someone they know is corrupt

Differentiation:

- Offer guided notes or a vocabulary list (political machine, bribery, reformer, accountability)
- Allow oral brainstorming before independent writing
- Encourage advanced students to compare Tweed to another reform-era target (e.g., trusts)

Extension Ideas:

- Students design their own political cartoon exposing corruption
- Research the Pendleton Civil Service Reform Act
- Connect to modern political accountability and media watchdog roles