

**HPISD CURRICULUM
(SOCIAL STUDIES, UNITED STATES HISTORY)**

EST. NUMBER OF DAYS: 10 DAYS

| UNIT NAME | UNIT 2A: GILDED AGE: WESTERN FRONTIER |
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| Unit Overview | Students will analyze the settlement of the Great Plains during the late 1800s and examine Native American policies, private property rights, and the Populist movement. |
| Generalizations/Enduring Understandings | <p>Constitutional Government and Federalism Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p>Capitalism and Economic Abundance Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p> <p>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> |

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| | <p>American National Character</p> <p>In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p> | |
| Concepts | Diversity, Economic Opportunity | |
| Guiding/Essential Questions | <p>Why did settlers migrate westward?</p> <p>What challenges did settlers in the Great Plains face?</p> <p>How did farmers organize politically to address their economic problems?</p> | |
| Learning Targets | Performance Level | Learning Progression (***)Decision Point) |
| | <p>Prerequisite Knowledge and Skills: Students can locate the geographic centers associated with the Great Plains and identify key terms and events.</p> <p>Learning Target: Students will analyze the settlement of the Great Plains during the late 1800s and examine Native American policies, private property rights, and the Populist movement.</p> | <p><u>Learning Progression (***)Decision Point)</u></p> <ul style="list-style-type: none"> • Build a vocabulary from the chapter. • The Story of US-student viewing guide to be completed • Interactive Notebook Entry • Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at |

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| | | <p>least 10 items. The map must have a textual explanation and visual</p> <ul style="list-style-type: none"> • Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it. |
| Formative Assessments | Unit Vocabulary quiz | |
| Summative Assessments | Unit Test | |
| | <i>TEKS</i> | <i>Specifications</i> |
| TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested | (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to: (A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism; | <p>Farmers banded together in the Populist movement to address their economic problems, causing clashes over the basis of the monetary system. (HPISD) Dawes Act, Boss Tweed, Farmers’ Alliance, Grange (McDougal)</p> |
| | (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, and the rise of entrepreneurship , free enterprise, and the | <p>Pursuit of economic opportunity led settlers westward, where they confronted Native American cultures. (HPISD) Settlers faced extreme hardships in taming the land. (HPISD)</p> |

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| | <p>pros and cons of big business;</p> | <p>industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, and the rise of entrepreneurship , free enterprise, and the pros and cons of big business; (TEKS)</p> |
| | <p>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to: (A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and</p> | |
| | <p>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to: (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</p> | |
| | <p>(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to: (C) understand the effects of</p> | |

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| | governmental actions on individuals, industries, and communities , including the impact on Fifth Amendment property rights. | |
| | <p>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;</p> | |
| | <p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p> | |
| | <p>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</p> <p>(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;</p> | |
| Processes and Skills | | |
| Topics | Great Plains Treaty of Fort Laramie | |

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| | Sitting Bull George Custer assimilation Dawes Act Battle of Wounded Knee Longhorn Chisholm Trail Long drive Homestead Act Exoduster Soddy Morrill Act Bonanza farm Oliver Hudson Kelley Grange Farmers' Alliances Populism Bimetallism Gold standard William McKinley William Jennings Bryan |
| Facts | |
| Language of Instruction | Assimilation, long drive, exoduster, bonanza farm, bimetallism, gold standard, Populism, |
| State Assessment Connections | |
| National Assessment Connections | |

Resources

The Americans, Ch. 5

Primary Sources, (from In-Depth Resources)

“The Battle of Little Bighorn”

“Letter from a Woman Homesteader”

“Cross of Gold Speech”

American Lives (from In-Depth Resources)

“Chief Joseph”

“Mary Elizabeth Lease”

Other Sources:

Brown, Dee. *Bury My Heart at Wounded Knee*

Wilson, R.L. *Buffalo Bill’s Wild West*

Cather, Willa. *O Pioneers!*

The West. Video produced by Ken Burns. Time-Life Video.