

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

**EST. NUMBER OF DAYS:10 DAYS**

UNIT NAME	UNIT 2B: GILDED AGE: INDUSTRIAL AGE
<b>Unit Overview</b>	Students will analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, the American labor movement, and business
<b>Generalizations/Enduring Understandings</b>	<p><b>Constitutional Government and Federalism</b>  Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>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><b>Capitalism and Economic Abundance</b>  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>

Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.

### **Civil Rights and Equality**

Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.

The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.

The ideal of individual rights continually competes with the reality of government intervention.

### **American National Character**

In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.

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.

Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.

Individuals can significantly influence historical events and group behavior through effective leadership.

**Concepts**

Science and Technology, Economic Opportunity , Women and Political Power

<b>Guiding/Essential Questions</b>	What were the sources of the industrial boom at the end of the 19 <sup>th</sup> century? What were the causes and effects of the growth of railroads? How did laborers respond to new industrial working conditions?	
<b>Learning Targets</b>	<b>Performance Levels</b>	<b>Learning Progression (***)Decision Point)</b>
	<p>Prerequisite Knowledge and Skills:          Students can recognize from a list the inventions and inventors, as well as the key personalities of this era.</p> <p>Learning Target: Students will analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, the American labor movement, and business.</p>	<p><b><u>Learning Progression (***)Decision Point)</u></b></p> <ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter.</li> <li>• The Story of US-student viewing guide to be completed</li> <li>• Interactive Notebook Entry</li> <li>• Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual</li> <li>• KWL Chart-what you know, what you want to learn and what you learned</li> <li>• Checks for Muddiest Point in the Unit.-students are asked to write down the area or areas that are unclear.</li> <li>• Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry.</li> <li>•</li> </ul>
<b>Formative Assessments</b>	<b>Vocabulary Quiz</b>	

Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
<p><b>TEKS (Grade Level) / Specifications</b>  <b>RED</b> = Readiness Standards  <b>GREEN</b> = Supporting Standards  <b>BLUE</b> = Process Standards  <i>Italics</i> = Standards Not Tested</p>	<p><b>(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</b>  (A) describe the impact of events, such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and</p>	<p>Growth and consolidation of railroads benefited the nation but also led to corruption and required government regulation. (HPISD)</p>
	<p><b>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</b>  (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton;</p>	
	<p><b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b>  (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><b>(27) Science, technology, and society. The student understands the impact of</b></p>	<p>Natural resources, creative ideas, and growing markets fueled the industrial boom.</p>

	<p><b>science, and technology, and the free enterprise system on the economic development of the United States. The student is expected to:</b></p> <p>(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;</p>	<p>(HPISD) Electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States. (TEKS)</p>
	<p>(C) understand the impact of technological and management innovations, and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.</p>	<p>Assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. (TEKS)</p>
	<p><b>(28) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:</b></p> <p>(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;</p>	

	and	
<b>Processes and Skills</b>		
<b>Topics</b>	Bessemer process, Thomas Edison, Alexander Graham Bell, Edwin Drake, transcontinental railroad, George Pullman, Credit Mobilier, Munn v. Illinois, Interstate Commerce Act, Andrew Carnegie, vertical and horizontal integration, Social Darwinism, J.D. Rockefeller, Sherman Antitrust Act, Samuel Gompers, AFL, Eugene Debs, Wobblies/IWW, Mother Jones	
<b>Facts</b>		
<b>Language of Instruction</b>	Transcontinental railroad, vertical integration, horizontal integration, Social Darwinism, consolidation, “robber barons,” industrial unionism, socialism	
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		
<b>Resources</b>	<p><i>The Americans</i>, Ch. 6</p> <p>Primary Sources (In-Depth Resources)</p> <p>Watson’s Account, “The Birth of the Telephone”</p> <p>Andrew Carnegie, “Wealth and its Uses”</p> <p>Ida Tarbell, “The History of the Standard Oil Company”</p> <p>Labor posters</p> <p>Stephen Crane, “The Bride Comes to Yellow Sky”</p> <p>Autobiography of Mother Jones\</p> <p>Videos</p> <p>American Stories. “Gusher”</p> <p>Other Sources:</p> <p>Horatio Alger, <i>Struggling Upward</i></p> <p>Video: Andrew Carnegie: The Original Man of Steel</p>	