

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

EST. NUMBER OF DAYS:10 DAYS

UNIT NAME	UNIT 2C: GILDED AGE: IMMIGRANTS AND URBANIZATION
Unit Overview	Students will analyze the economic, social, and political effects of immigration and understand the immigrant experience.
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>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.</p> <p>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic,</p>

	<p>and social change in democratic societies.</p> <p>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.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> <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	Immigration and Migration, Diversity and National Identity	
Guiding/Essential Questions	<p>How did immigration patterns change in the late 19th century?</p> <p>What problems were caused by the rapid growth of cities?</p> <p>What were the major political issues of the late 19th century?</p>	
Learning Targets	Performance Levels	Learning Progression (**Decision Point)
	Prerequisite Knowledge and Skills: Students can recognize from a list key	<u>Learning Progression (**Decision Point)</u> <ul style="list-style-type: none"> • Build a vocabulary from the chapter.

economic, social and political policies and key figures associated with this era.

Learning Target: Students will analyze the economic, social, and political effects of immigration and understand the immigrant experience.

- Interactive Notebook Entry
- The Story of US-student viewing guide to be completed
- 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
- Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.
- KWL Chart-what you know, what you want to learn and what you learned
- Checks for Muddiest Point in the Unit.- students are asked to write down the area or areas that are unclear.
- Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry.

Formative Assessments	Unit Vocabulary Quiz	
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
<p>TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested</p>	<p>(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>	<p>Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism; (TEKS)</p>
	<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 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>(C) analyze social issues affecting women, minorities, children, immigrants, urbanization , the Social Gospel ,and philanthropy of industrialists ;</p>	<p>Rapid growth of cities forced people to contend with problems: housing, transportation, water and sanitation. (HPISD) Local and national political corruption in the late 19th century led to calls for reform. (HPISD)</p>
	<p>(D) describe the optimism of the many immigrants who sought a better life in America.</p>	<p>Immigration from Europe, Asia, the Caribbean, and Mexico reached a new high in the late 19th and early 20th centuries. (HPISD)</p>
	<p>(13) Geography. The student understands the causes and effects of migration and immigration on</p>	

	<p>American society. The student is expected to:</p> <p>(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>(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.</p>	
	<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>(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;</p>	<p>The Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; (TEKS)</p>
	<p>(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:</p> <p>(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths</p>	
	<p>(25) Culture. The student understands the relationship between the arts and the times during which they were</p>	

	<p>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>	
Processes and Skills		
Topics	<p>Ellis Island, Angel Island, melting pot, nativism, Chinese Exclusion Act, Gentleman’s Agreement, urbanization, Americanization movement, tenements, mass transit, Social Gospel, settlement houses, Jane Addams, political machine, graft, Boss Tweed, Thomas Nast, patronage, civil service, Rutherford B. Hayes, James A. Garfield, Chester A. Arthur, Pendleton Civil Service Act, Grover Cleveland, Benjamin Harrison</p>	
Facts		
Language of Instruction	<p>melting pot, nativism, urbanization, Americanization movement, tenements, graft, political machines, patronage, civil service</p>	
State Assessment Connections		
National Assessment Connections		
Resources	<p><i>The Americans</i>, Ch. 7 Primary Sources: (In Depth Resources) Population Density map, 1890 Ellis Island artifacts Jacob Riis, “How the Other Half Lives” Jane Addams, “Twenty Years at Hull House” Lincoln Steffans, “The Shame of the Cities” Thomas Nast cartoons “Good Graft” Other Sources: Videos. Great San Francisco Earthquake Videos. American Stories. From China to Chinatown.</p>	

