

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

EST. NUMBER OF DAYS:10 DAYS

UNIT NAME	UNIT 2D: GILDED AGE: TURN OF THE 20 TH CENTURY
Unit Overview	Students will analyze significant turn of the century trends in such areas as technology, education, race relations, and mass culture.
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>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic, 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</p>

	<p>intervention.</p> <p>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.</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	Science and Technology, Immigration and Migration, Civil Rights	
Guiding/Essential Questions	<p>What were the benefits of advances in science and technology?</p> <p>What were the effects of public education reforms?</p> <p>How did the rights of minorities change in the early 20th century?</p> <p>How did changes in the workplace affect leisure activities and mass culture?</p>	
Learning Targets	PERFORMANCE LEVELS	LEARNING PROGRESSION
	<p>PREREQUISITE:</p> <p>Students will identify the various technological and educational changes, the inventors, social leaders, and political policies of the turn of the 20th century.</p> <p>LEARNING TARGET:</p>	<p><u>Learning Progression (**Decision Point)</u></p> <ul style="list-style-type: none"> • Build a vocabulary from the chapter. • Vocabulary Assessment- Vocabulary Scramble-categorization • The Story of US-student viewing guide to be completed • Interactive Notebook Entry

	Students will analyze significant turn of the century trends in such areas as technology, education, race relations, and mass culture.	<ul style="list-style-type: none"> • 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 • 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		
	<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	(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to: (A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines , Wisconsin v. Yoder, and White v. Regester;	
	(25) Culture. The student understands	

	<p>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>(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;</p> <p>(27) Science, technology, and society. The student understands the impact of science, and technology , and the free enterprise system on the economic development of the United States. The student is expected to:</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>Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; (TEKS)</p> <p>African Americans led the fight against voting restrictions and Jim Crow laws. Americans had more time for leisure activities and modern mass culture emerged.(HPISD)</p> <p>Electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; (TEKS)</p> <p>Advances in science and technology helped solve urban problems. (HPISD)</p>
Processes and Skills		
Topics	Louis Sullivan, Daniel Burnham, Frederick Law Olmstead, Orville and Wilbur Wright, George Eastman, Booker T. Washinton, W.E.B. DuBois, Tuskegee Institute, Niagara	

	Movement, poll tax, grandfather clause, segregation, Jim Crow laws, Plessy v. Ferguson, debt peonage, Joseph Pulitzer, William Randolph Hearst, Ashcan School, Mark Twain, rural free delivery
Facts	
Language of Instruction	Urban planning, the Chicago Plan, segregation / Jim Crow laws, debt peonage, grandfather clause, literacy test, poll tax, lynching, Gibson girl, Ashcan School, rural free delivery, department store, chain store
State Assessment Connections	
National Assessment Connections	
Resources	<p><i>The Americans</i>, Ch. 8 Primary Sources: (from In Depth Resources) Orville Wright's Diary Adverstisements DuBois, "The Talented Tenth" Washington, "The Atlanta Compromise" Ida Wells, "Lynching and the Excuse for It" E.L.Doctorow, "Ragtime" Other Sources: Videos. Baseball. Ken Burns Vidoes. Mr. Sear's Catalogue. PBS Home.</p>