

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

EST. NUMBER OF DAYS:10 DAYS

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| UNIT NAME | UNIT 3A: MODERN AMERICA: PROGRESSIVE ERA |
| Unit Overview | Students will explain how the Progressive movement managed to increase the power of government to regulate business and to protect society from the injustices fostered by big business. |
| Generalizations/Enduring Understandings | <p>Constitutional Government and Federalism 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>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>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> |

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| | <p>Civil Rights and Equality</p> <p>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 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 | Economic Opportunity, Women and Political Power, States' Rights |
| Guiding/Essential Questions | <p>What were the sources of Progressive reform?</p> <p>What were the contributions of women in the late 19th and early 20th centuries?</p> <p>How did the Roosevelt, Taft, and Wilson administrations advance the progressive reform agenda?</p> |

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| Learning Targets | Performance Levels | Learning Progression (** Decision point) |
| | <p style="text-align: center;"><u>Prerequisite Knowledge and Skills</u></p> <p>Students can recognize from a list those individuals and concepts that might have influenced the Progressive Movement.</p> <p><u>Learning Target:</u> The students will assess the causes of the Progressive Movement in relation to the growth of industry and capital in the United States.</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 least 10 items. The map must have a textual explanation and visual • ESPN-Economic, social, political, environmental. Jacob Riis photos. • 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. • Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line. |

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| 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 | (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to: (A) explain why significant events, policies, and individuals, such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power; | The Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power; (TEKS) As a result of social and economic change, women entered public life as workers and reformers. |
| | (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico; | |
| | (5) History. The student understands the effects of reform and third- party movements in the early 20th century. The student is expected to: (A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments. | |
| | (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W.E.B. Dubois on American society. | |

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| | (C) evaluate the impact of 3 rd parties, including the Populist and Progressive parties. | |
| | (14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to: (A) identify the effects of population growth and distribution on the physical environment; | |
| | (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and | The establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; (TEKS) |
| | (C) understand the effects of governmental actions on individuals, industries, and communities , including the impact on Fifth Amendment property rights. | |
| | (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: (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; | |

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| | <p>(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;</p> | <p>Political, economic, and social change in the late 19th century led to broad Progressive reforms. (HPISD)</p> <p>As President Theodore Roosevelt worked to give citizens a Square Deal through Progressive reforms. (HPISD)</p> <p>Taft’s ambivalent approach to progressive reform led to a split in the Republican party and the loss of the presidency to the Democrats. (HPISD)</p> <p>Woodrow Wilson established a strong reform agenda as a Progressive leader. (HPISD)</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>(A) explain actions taken by people to expand economic opportunities and political rights , including those for racial, ethnic, and religious minorities as well as women in American society;</p> | |
| | <p>(B) discuss the Americanization movement to assimilate immigrants and</p> | |

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| | American Indians into American culture; | |
| Processes and Skills | | |
| Topics | Progressive movement, Florence Kelley, prohibition, muckraker, scientific management, Robert La Follette, initiative, referendum, recall, 17 th amendment, NACW, suffrage, Susan B. Anthony, NWSA, Upton Sinclair <i>The Jungle</i> , Teddy Roosevelt, Square Deal, Meat Inspection Act, Pure Food and Drug Act, conservation, NAACP, Gifford Pinchot, William Howard Taft, Payne Aldrich Tariff, Bull Moose Party, Woodrow Wilson, Cary Chapman Catt, Clayton Antitrust Act, Federal Trade Commission, Federal Reserve System, 19 th amendment, 16 th amendment | |
| Facts | | |
| Language of Instruction | Progressive movement, prohibition, muckraker, scientific management, initiative, referendum, recall, suffrage, conservation, trusts, trustbusting, “bully pulpit,” rebates, public lands, tariff | |
| State Assessment Connections | | |
| National Assessment Connections | | |
| Resources | <i>The Americans</i> , Ch. 9 Primary Sources: (from In Depth Resources) WCTU Declaration Department of Labor, “Child Labor in the Coal Mines” Susan B. Anthony, “The Status of Woman” Upton Sinclair, “The Jungle” excerpts | |