

## U.S. History Since Reconstruction Curriculum Bundle #1

<b>Title</b>		<b>Suggested Dates</b>
Frontier Wars, 1860 – 1900		August 25 – September 11, 2009 (13 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• The American identity was formed, in large part, as the U.S. increased its size, at the expense of the American Indians and other groups of people.</li> <li>• Westward expansion and the closing of the frontier greatly affected many different groups of people socially, politically, and economically.</li> </ul>	<ul style="list-style-type: none"> <li>• How did myths and realities of American Indians shape the development and culture of the U.S.?</li> <li>• What was the short and long term effect of the Americanization process on the Native American population?</li> <li>• What were the social, political, and economic effects of westward expansion and the closing of the frontier on different groups, including American Indians, farmers and settlers, immigrants, and entrepreneurs?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>Specificity &amp; Examples</b>	<b>Suggested Resources</b> (Read the note above)
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p>	<p>Gilded Age – Industrialization, Urbanization, Political Corruption, Western Settlement</p>	<p>To introduce students to immigration in general as well as the scope of immigration throughout the second half of U.S. history, you could use the following lesson plan. <a href="#">Immigration Talk Show</a> lesson plan from the Detroit Institute of Art (tabs at top of page have lesson components)</p>
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<ul style="list-style-type: none"> <li>• Refer to the events placed in the timeline of U.S. History by date and by era.</li> <li>• 1877-1900 Gilded Age – Industrialization, Urbanization, Political Corruption, Western Settlement</li> </ul>	<p>Political cartoons – search Thomas Nast</p>

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<p><b>US.2 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</b></p> <p>US.2A analyze political issues such as Indian policies, the growth of political machines, and civil service reform;</p>	<p><b>Indian policies</b></p> <ul style="list-style-type: none"> <li>• 1887 Dawes Act – Allotted land to Indians to help them assimilate</li> <li>• 1867 Indian Peace Commission – Creation of two large reservations on the Plains for Sioux and Plains</li> </ul>	
<p><b>US.2 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</b></p> <p>US.2B analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and</p>	<p><b>Growth of Railroads</b></p> <ul style="list-style-type: none"> <li>• Analyze impact of railroads on American economic growth</li> </ul> <p><b>Farm issues</b></p> <ul style="list-style-type: none"> <li>• Analyze how crop prices affected the US economy and lead to a shift of the population to cities – include Grange, Populist, William Jennings Bryan, silver vs. gold issue</li> </ul>	<p>Video: Transcontinental Railroad (see Librarian or History Channel)</p>
<p><b>US.12 Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</b></p> <p>US.12A analyze the relationship between private property rights and the settlement of the Great Plains:</p>	<ul style="list-style-type: none"> <li>• 1862 Homestead Act – Allotted 160 acres of land per head of household. Improvements to land were required within six months, including a household structure. The head of household must live on the land for five years</li> <li>• 1870s Barbed Wire – an invention that began fencing off the west to stop competition of land and keep livestock close by</li> <li>• 1887 Dawes Act – Allotted land to each Native American head of household. The land that remained was to be sold to American settlers, with the proceeds going into a trust for Native Americans</li> </ul>	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online <a href="http://www.econedlink.org/lessons/">http://www.econedlink.org/lessons/</a> (In addition, current events and more are available on their homepage <a href="http://www.econedlink.org/">http://www.econedlink.org/</a>)</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>United States History: Focus on Economics</i> or <i>United States History: Eyes on the Economy</i>).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p>
<p><b>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national</b></p>	<ul style="list-style-type: none"> <li>• The Americanization Movement (1870) was a push to assimilate people into a mass culture as taught in schools, churches and other social groups. They were taught English, American history, and the responsibility of being a citizen.</li> </ul>	

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<p><b>identity. The student is expected to:</b></p> <p>US.21B explain efforts of the Americanization movement to assimilate immigrants into American culture;</p>		
<p><b>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups adapted to life in the United States and contribute to our national identity. The student is expected to:</b></p> <p>US.21C Analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity.</p>	<p>“The American self-image has always harnessed a creative tension between pluralism and assimilation. On the one hand, immigrants traditionally have been expected to immerse themselves in the American “melting pot”... The melting pot, however, has always existed alongside a competing model, in which each successive immigrant group retains a measure of its distinctiveness and enriches the American whole.” by Michael Friedman, 2008</p> <p>You could use the quote above to help students explore how different groups of people have contributed to culture in the U.S. through their:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• language (What words do we use today? What place names reflect different groups’ influence?)</li> <li>• clothing</li> <li>• food</li> <li>• music</li> </ul> <p>Some of the groups, especially from this time frame, who have contributed to our American identity include:</p> <ul style="list-style-type: none"> <li>• American Indians</li> <li>• African Americans</li> <li>• Latino Americans</li> <li>• Irish Americans</li> <li>• Chinese Americans</li> </ul> <p>Some current holidays in the U.S. which celebrate diversity include:</p> <ul style="list-style-type: none"> <li>• St. Patrick’s Day</li> <li>• Cinco de Mayo (Note: This is NOT Mexico’s Independence Day)</li> <li>• Black History Month and Juneteenth</li> </ul>	<p><a href="#">American Identity: Ideas Not Ethnicity</a> article by Michael Friedman, 2008</p>

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<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>US.22A explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;</p>	<table border="1"> <thead> <tr> <th data-bbox="701 175 982 267"><b>Scientific discoveries and technological innovations</b></th> <th data-bbox="989 175 1333 267"><b>Effects on the economic development of the United States</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="701 272 982 329">Electric light bulb</td> <td data-bbox="989 272 1333 329">More productivity and a 24 hour day</td> </tr> <tr> <td data-bbox="701 334 982 423">Telegraph</td> <td data-bbox="989 334 1333 423">Better communication and expanded business and military opportunities</td> </tr> <tr> <td data-bbox="701 428 982 487">Moving pictures</td> <td data-bbox="989 428 1333 487">Movie industry and supporting industries</td> </tr> <tr> <td colspan="2" data-bbox="701 492 1333 665"> <p><b>TEACHER NOTE:</b> Many discoveries and innovations from 1860-1900 shaped the economic development of the U.S. Students could research, in pairs or individually, the inventions above as well as many others and analyze the invention's affect on the U.S.'s economy.</p> </td> </tr> </tbody> </table>	<b>Scientific discoveries and technological innovations</b>	<b>Effects on the economic development of the United States</b>	Electric light bulb	More productivity and a 24 hour day	Telegraph	Better communication and expanded business and military opportunities	Moving pictures	Movie industry and supporting industries	<p><b>TEACHER NOTE:</b> Many discoveries and innovations from 1860-1900 shaped the economic development of the U.S. Students could research, in pairs or individually, the inventions above as well as many others and analyze the invention's affect on the U.S.'s economy.</p>		
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<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>US.22B explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and</p>	<ul style="list-style-type: none"> <li>• <b>Agriculture</b> – The need to increase agricultural output to feed population led to new farm machines – gins, more efficient tractors</li> </ul>											
<p><b>US.23 Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</b></p> <p>US.23A analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and</p>	<p><b>Transportation</b> – Technology has made workers more mobile in regards to where they work and who they work for leading to higher standard of living</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Automobiles, railroads, airplanes, suspension bridges, street cars and the interstate highway system</li> </ul> <p><b>Communication</b> – Technology has allowed workers target all kinds of market groups and work daily with people all over the world</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Telegraph, telephone, computers, cell phones, satellites, internet, television and radio</li> </ul>											
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>												

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<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>		<p>Practice, Practice, Practice - Use current events(weekly and/or bi weekly), short answer questions on test using complete sentences and research topics (once a semester)</p>
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24C explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;</p>	<p>Analyze political cartoons and editorials. Make sure to look at both view points</p>	<p>Political cartoons: search Thomas Nast</p>
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24E evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p>		
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p>		

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<p>US.24F identify bias in written, oral, and visual material;</p>		
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24G support a point of view on a social studies issue or event; and</p>	<p style="color: red;">Class debates on controversial events</p>	
<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25A use social studies terminology correctly;</p>	<p style="color: red;">Make sure that your students know the assurance words for the grade level.</p>	<p>See Social Studies Coordinator for the list of assurance words</p>
<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p>	<p style="color: red;">Get students in the practice of using spell check and grammar check. Also use peer editing in class.</p>	