

U.S. History Since Reconstruction Curriculum Bundle #2

Title		Suggested Dates
Gilded Age		September 14 – October 2, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Free enterprise brings many opportunities. The government has changed its role in the economy over time. Labor unions brought significant progress for workers. Immigrants brought a rich heritage to the U.S., although they often met with criticism and resistance. 	<ul style="list-style-type: none"> How did the Gilded Age encourage the growth of capitalism? What is the role of government in business? How was the growth of labor unions impacted? What was the immigrant experience in the U.S. and what have they contributed to the U.S.?

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.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Constitution Day is Sept. 17 —Legally, grades 3-12 have to study about the U.S. Constitution on this date.		
<p>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:</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>Go to PISD website, click Staff tab for the following resources. Login information is on the Intranet > Technology > Passwords</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library http://Maps101.com UnitedStreaming.com</p> <p>PresidentialTimeline.org HistoryTeacher.net History.com</p>
<p>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:</p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals,</p>	<ul style="list-style-type: none"> Refer to the events placed in the timeline of U.S. History by date and by era. 1877-1900 Gilded Age – Industrialization, Urbanization, Political Corruption, Western Settlement 	<p>Political cartoons – search Thomas Nast</p>

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<p>events, and time periods; and</p>		
<p>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:</p> <p>US.2A analyze political issues such as Indian policies, the growth of political machines, and civil service reform;</p>	<p>Growth of political machines</p> <ul style="list-style-type: none"> • 1870s Tammany Hall – Democratic political machine in New York – local politicians who rise to and maintain control through dishonest means; financial gains through graft; Boss Tweed • Civil Service Reform • 1883 Pendleton Act – President would decide which federal jobs would be filled according to rules laid down by a bipartisan Civil Service Commission; Assassination of President Garfield by a disgruntled campaign worker, Charles J. Guiteau, that was not given a government job. President Chester A. Arthur will pass the Pendleton Act. 	<p>“Plunkitt of Tammany Hall” William L. Riordan http://www.allreaders.com</p>
<p>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:</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>	<ul style="list-style-type: none"> • Industrialization – Analyze how America became a market economy (include major inventions and developments of the mid to late 19th Century); telephone, light bulb, typewriter, sewing machine • Growth of Railroads – Analyze impact of railroads on American economic growth • Growth of labor unions – Analyze why labor unions formed in late 19th Century (Include AFL – Samuel Gompers, major labor strikes) Great Railroad Strike, Haymarket Riot, Homestead Strike, and Pullman Strike; the Knights of Labor and Terrance V. Powderly • Rise of Big Business – Analyze what factors existed in the US in the late 19th Century that allowed Big Business to flourish – Include monopolies, trusts, Carnegie, Vanderbilt, Rockefeller, Morgan and lack of government regulation. • Government actions – Analyze impact of Government intervention such as the Interstate Commerce Act and Sherman Anti-trust Act 	
<p>US.2 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is</p>	<p>Treatment of minorities</p> <ul style="list-style-type: none"> • The Theory of Social Darwinism • Nativism and anti-foreign sentiments 	<p>History Alive! – Immigration Lesson</p> <p>Create graphic organizers using Inspiration software.</p>

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<p>expected to:</p> <p>US.2C analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.</p>	<ul style="list-style-type: none"> • Women’s rights • Chinese Exclusion Act • Plessey vs. Ferguson • Jim Crow Laws and lynchings • Poll tax and literacy test to suppress minority voting. <p>Child labor</p> <ul style="list-style-type: none"> • National Child Labor Committee (1904) – abolish child labor • Working Conditions, Hours Worked, Income • Reform Movements – Children’s Bureau <p>Growth of cities</p> <ul style="list-style-type: none"> • Tenement Living • “New” immigrants from southern and eastern Europe and the need for labor in new industries <p>Problems of Immigrations</p> <ul style="list-style-type: none"> • Ellis Island • Angel Island • Problems with assimilation 	<p>Website: EllisIsland.org</p>								
<p>US.4 History. The student understands the effects of reform and third party movements on American society. The student is expected to:</p> <p>US.4B evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Susan B. Anthony, Elizabeth Cady Stanton</td> <td style="padding: 5px;">These women’s work led to the passage of women’s suffrage and the ability for women to have a voice in politics</td> </tr> <tr> <td style="padding: 5px;">W.E.B. DuBois</td> <td style="padding: 5px;">His work in education and civil rights moved forward the cause of African-Americans in American society contrast with Booker T. Washington. Founder of the NAACP</td> </tr> <tr> <td style="padding: 5px;">Robert LaFollette</td> <td style="padding: 5px;">This Progressive legislator pushed for public-academic alliances and helped institute the direct primary and civil service reform in order to get the best government possible for the people</td> </tr> <tr> <td style="padding: 5px;">Booker T. Washington</td> <td style="padding: 5px;">Founder of Tuskegee Institute of Technology emphasizing self help in education to earn equality</td> </tr> </table>	Susan B. Anthony, Elizabeth Cady Stanton	These women’s work led to the passage of women’s suffrage and the ability for women to have a voice in politics	W.E.B. DuBois	His work in education and civil rights moved forward the cause of African-Americans in American society contrast with Booker T. Washington. Founder of the NAACP	Robert LaFollette	This Progressive legislator pushed for public-academic alliances and helped institute the direct primary and civil service reform in order to get the best government possible for the people	Booker T. Washington	Founder of Tuskegee Institute of Technology emphasizing self help in education to earn equality	
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<p>US.7 History. The student understands the impact of the American civil rights movement. The student is expected to:</p> <p>US.7A trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments;</p>	<ul style="list-style-type: none"> • 1896 <i>Plessy v. Ferguson</i> – Upheld separate but equal 	
<p>US.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>US.8A create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p>	<ul style="list-style-type: none"> • Urbanization – Growth of Cities during the industrialization period, after World War II • Patterns of settlement – Immigrants 	Create graphic organizers using Inspiration software.
<p>US.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>US.8B pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.</p>	Utilize skills throughout the year where ever it fits. Also use photographs whenever possible to fit topic	
<p>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</p> <p>US.10B analyze the effects of changing demographic patterns resulting from immigration to the United States.</p>	European immigration at the end of the 19 th century and early 20 th century – Ellis Island	
<p>US.11 Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:</p> <p>US.11A identify the effects of population growth and distribution and predict future effects on the physical</p>	<p>Effects of Population Growth and Distribution</p> <ul style="list-style-type: none"> • Urbanization • Impact on Environment <p>Predict Future Effect on the Physical Environment</p> <ul style="list-style-type: none"> • Different types of housing • Homestead Act 1862 	

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<p>environment; and</p>		
<p>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:</p> <p>US.12B compare the purpose of the Interstate Commerce Commission with its performance over time;</p>	<ul style="list-style-type: none"> • Interstate Commerce Commission (ICC) – Organization that was designed by law to regulate interstate commerce • Industry Giants Railroads (Cornelius Vanderbilt), oil companies (John D. Rockefeller), steel (Andrew Carnegie) and banking (J.P. Morgan) • Development of labor unions, use of strikes as a tool for the union. Military & police forces were called in to end strikes resulting in violence. Ex. Pullman Strike and Homestead Strike 	
<p>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:</p> <p>US.12C describe the impact of the Sherman Antitrust Act on businesses;</p>	<ul style="list-style-type: none"> • 1890 Sherman Antitrust Act was created so large combinations of companies could not dominate certain markets, but because the judicial branch did not interpret that from the law written, it did not set any precedents and businesses began forming trusts and combinations at a great rate • See industry giants in (B) 	
<p>US.15 Government. The student understands changes in the role of government over time. The student is expected to:</p> <p>US.15C evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government; and</p>	<ul style="list-style-type: none"> • Teapot Dome – Albert Falls secretly allowed private interest to lease lands containing U.S. Navy oil reserves in return, he received bribes and he became the first cabinet officer in history to go to prison. 	
<p>US.17 Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:</p> <p>US.17B analyze reasons for the adoption of 20th-century constitutional amendments.</p>	<ul style="list-style-type: none"> • 16th Amendment – (1913-Income tax) Progressive reform for fair taxation • 17th Amendment – (1913-Election of Senators) Progressive movement to give more power to the people • 18th Amendment – (1919-Prohibition) To eliminate alcohol to appease Temperance Movement • 19th Amendment – (1920-Women’s right to vote) Response to long term Women’s Movement to gain the vote and a reward for efforts during WW I 	

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<p>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>US.18A identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution;</p>	<ul style="list-style-type: none"> • Court decisions used to determine the constitutionality of an issue 	
<p>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>US.18C Explain how participation in the democratic process reflects our national identity.</p>	<ul style="list-style-type: none"> • Independent – right to vote, participation in government • Initiative, referendum, and recall 	
<p>US.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>US.19A describe qualities of effective leadership;</p>	<ul style="list-style-type: none"> • Honest • Fair • Sense of justice • Responsible • Intelligent 	
<p>US.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>US.19B evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and</p>	<ul style="list-style-type: none"> • Andrew Carnegie contributed much of his wealth to further social progress (Gospel of Wealth) and expanded big business. 	
<p>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 identity. The student is expected to:</p> <p>US.21B explain efforts of the Americanization movement to assimilate immigrants into American culture;</p>	<ul style="list-style-type: none"> • 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. • Ex. Jane Addams and the Hull House 	

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<p>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 identity. The student is expected to:</p> <p>US.21C analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and</p>	<p>Focus on Contributions of Immigrants on the East and West Coasts</p> <ul style="list-style-type: none"> • religion • language • clothing • music • holidays • skills 	
<p>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:</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>	<p>Scientific discoveries and technological innovations:</p> <ul style="list-style-type: none"> • Electric Power • Telegraph and telephone <p>Effects on the development of the United States:</p> <ul style="list-style-type: none"> • More productivity and a 24 hour day • Better communication and expanded business opportunities • Growth of the automobiles, oil industry, and development of plastics Petroleum-based products 	
<p>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:</p> <p>US.22C analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p>	<ul style="list-style-type: none"> • Nature of Work – The technology of assembly lines, automation and computerization led to increased productivity • The American Labor Movement – Technology has eliminated certain jobs that were protected in the past by these movements but it has also caused the labor movement to protect workers from the effects of new technology. • Business – Technology has lowered the cost of product and increased the number of jobs 	
<p>US.23 Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily</p>	<p>National transportation and communication system was established in the U.S.</p>	

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<p>life in the United States. The student is expected to:</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>Social Studies Skills TEKS—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>		
<p>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:</p> <p>US.24A locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p>	<ul style="list-style-type: none"> • Teacher should make sure that their students know the difference between primary and secondary sources by using many examples during the year 	
<p>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:</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>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:</p>	<ul style="list-style-type: none"> • Analyze political cartoons and editorials. Make sure to look at both view points (Twice a six weeks) 	<p>Political cartoons: search Thomas Nast</p>

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<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>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25A use social studies terminology correctly;</p>	<ul style="list-style-type: none"> • Make sure that your students know the assurance words for the grade level. 	<p>See Social Studies Coordinator for list of assurance words.</p>
<p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p>	<ul style="list-style-type: none"> • Get students in the practice of using spell check and grammar check. Also use peer editing in class. 	