Unit 11: End of the Frontier

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 2**
Length: **2 Weeks**
Status: **Published**

Standards

	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
	Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
	Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
	Governments around the world support universal human rights to varying degrees.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

Enduring Understandings

1. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.

A. Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.

B. Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.

2. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.

A. As transcontinental railroads were completed, bringing more settlers west, US military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.

B. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

3. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as Plessy v Ferguson, were used to justify violence as well as local and national policies of discrimination and segregation.

A. Challenging their prescribed "place," women and African American activists articulated alternative visions of political, social, and economic equality.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

This unit often continues into US 2.

Essential Questions

1. How much is enough?

2. How did the Federal government both create and kill the "American West?"

3. To what extent had the idea of "Salutary Neglect" ended by the year 1900?

4. To what extent had America developed a truly national identity by the end of the 19th century?

Knowledge and Skills

1. How did America's industrialization in the 19th century affect the geography and landscape of the continent?

Homestead Act

Land-Grant Colleges

Transcontinental Railroad

Bessemer Process

2. How did American farmers adapt to new economic models and circumstances at the end of the 19th century?

The Grange

Las Gorras Blancas

Colored Farmers' Alliance

3. How were the Native American tribes not permitted the rights and resources with which to sustain their way of life in the United States?

Mariano Vellejo

Sand Creek Massacre

Little Big Horn

Sitting Bull

George Custer

Wounded Knee

Chief Joseph

Ghost Dance Movement

4. To what extent were all human beings made equal in America by the end of the 19th century?

   Dawes Act

   Chinese Exclusion Act

   Civil Rights Cases of 1883

   Jim Crow Laws

   Plessy v Ferguson

5. What was the "American way of life" by the end of the 19th century?

   American Protective Association

   Gospel of Wealth

   Social Gospel

Transfer Goals

Students will be able to independently reconcile difficult aspects of our past in order to continue to progress forward as individuals and collectively as a society.

Students will be able to independently apply the demographic data and population shift patterns by using charts, graphs, and primary sources.

Resources

Reconstruction Era

- By the People: A History of the United States
  - Chapter 15 Sections 1-3
- Primary Source Documents
  - Excerpts from "The Principles of Scientific Management" by Frederick W. Taylor
  - Excerpts from Charles Darwin's "Origin on the Species"
  - Excerpts from Munn v Illinois
  - Excerpts from Wabash v Illinois

    - The Populist Party Platform (1892)
    - Excerpts from Plessy v Ferguson
    - Frederick Jackson Turner's Frontier Thesis
- Video Clips:
    - Clips from "Dances with Wolves"
    - The American Presidents

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

PBS from Indentured Servants to Racial Slavery

Gangs of New York Movie

Dances with Wolves movie

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

American Colonies, Alan Taylor

Myth America (secondary source)

Amistad movie

History Channel Video clips/articles

12 Years a Slave movie

Presidents series

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

3:10 to Yuma movie

Voices of Freedom Vols 1-2

Amend - Amazon series

Retracing the Past Vols 1-2

Generations

American Indian Museum

Smithsonian

National Archives

AI (Gemini, Copilot, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit