Unit 01: Gilded Age/Progressive Era

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

Standards

6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
	Political and economic decisions throughout time have influenced cultural and environmental characteristics.
6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
	Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.
6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.
6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world

	power.
6.1.12.HistoryCC.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
	Civic participation and deliberation are essential characteristics of productive citizenship.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
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.
	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.
	Historical sources and evidence provide an understanding of different points of view about historical events.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

1. Students will be able to understand that changing technology and industry have influenced the political, social, and military history in the United States.
2. Students will be able to understand that the executive, legislative and judicial branches of government played a significant role in shaping and reacting to the societal and political changes in the United States.
3. Students will be able to understand that the past has shaped present-day conditions and policies.
4. Students will be able to understand that dissent and political activism have played a significant role in the historical struggle for freedom and equality at home and abroad.

- 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 are the foundation to understanding the why and how of history. Documents, primary sources, and historical readings will be evaluated.

Essential Questions

1. In what ways was the Progressive Movement from 1900-1920 a reaction to the corruption and greed of the Gilded Age, leading to and exploiting economic disparities?

2. How did the "Captains of Industry" during the Gilded Age influence the lives of the working/laboring class at the time?

3. How did the tactics of laborers and Labor Unions impact the development of America's Second Industrial Revolution?

4. What were the major issues facing the population of the United States during the Gilded Age and the Progressive Era, and how did civil reformers as well as the government, attempt to alleviate those issues?

5. How did patterns of immigration impact the social and political atmosphere of the United States in the Gilded Age and the Progressive Era (including Eastern and Western Europeans, Hispanic, Asian American Pacific Islanders).

Knowledge and Skills

Obj: Were the industrialists of the Gilded Age Captains of Industry or Robber Barons?

- Andrew Carnegie
- J.D. Rockefeller
- J.P. Morgan
- Daniel Drew
- Fisk
- Gould

Obj: How did the relationship between Capital and Labor during the Gilded Age influence working and living conditions?

- Women
- Working Conditions
- Farming in Southwest - Hispanic immigration - Cesar Chavez
- Living Conditions
- Child Labor

- Strikes by Labor Unions - Haymarket, Pullman, Steel; ACLU, CIO, etc.

Obj: How were immigrants received into the United States by the government as well as society during the Gilded Age?

- Nativists v. Immigrants - Eastern Europeans, Hispanics, Asian American/Pacific Islanders
- Ellis Island
- Tenements
- Discrimination between Catholics, Jews and Asian-Americans
- Political Machines

Obj: How did the Media influence the reform movement of the Progressive Era?

- Muckrakers
- Upton Sinclair
- Lincoln Steffens
- Jacob Riis
- Ida Tarbell

Obj: What were the issues surrounding Big Business during the Progressive Era and how did civil reformers as well as the government react to those issues?

- Civil Reformers
- Roosevelt
- Taft
- Wilson

Obj: What were the issues surrounding Labor and Working Conditions during the Progressive Era and how did civil reformers as well as the government react to those issues?

- Civil Reformers
- Roosevelt
- Taft
- Wilson

Obj: What were the issues surrounding Child Labor during the Progressive Era and how did civil reformers as well as the government react to those issues?

- Civil Reformers
- Roosevelt
- Taft
- Wilson

Obj: What were the issues surrounding Women during the Progressive Era and how did civil reformers as well as the government react to those issues?

- Civil Reformers
- Roosevelt
- Taft
- Wilson

Obj: What were the issues surrounding race relations during the Progressive Era and how did civil reformers

as well as the government react to those issues?

- Civil Reformers
- Roosevelt
- Taft
- Wilson

Obj: What were the issues surrounding living conditions during the Progressive Era and how did civil reformers as well as the government react to those issues?

- Civil Reformers
- Roosevelt
- Taft
- Wilson

Transfer Goals

1. Students will be able to independently apply and explain how continuity and change are embraced or rejected depending on one's perspective, experiences, place in society and so on.

2. Students will be able to independently apply the impact of political manipulation on society and policies made and passed by governments in order to be active and voting citizens.

Resources

Textbook: The Americans by Gerard A Danzer 2012

American Yawp - Stanford University: Edited by Joseph Locke and Ben Wright; updated yearly starting in 2019

Who Built America by Christopher Clark et. al 2007

Openstax - Rice University 2003

Taking Sides by William Miller 21st edition 2002

AP Textbook: By the People by James Fraser 2014

Liberty, Equality and Power- Murrin 1999

ADDITIONAL RESOURCES

The Jungle - Upton Sinclair 1906

How the Other Half Lives - Jacob Riis 1890

Including readings on the Triangle Fire 1911

Political cartoons - Thomas Nast late 1800s - early 1900s (Gilded Age)

Including excerpts on the Triangleshirtwaist fire - NY PBS Series 1911

Including readings/primary sources on Ellis Island, Boss Tweed and Emerging Capitalists such as Carnegie/Rockefeller/etc. : Late 1800s through early 1900s (approx. 1880-1920)

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

Modifications for Text Levels/Different reading levels

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

DocsTeach (Library of Congress)

Voices of Freedom, Foner

Amsco Review Book

Portrait of America (secondary source anthology)

Give Me Liberty, Foner

American History, Brinkley

March of Liberty, Urofsky & Finkleman

Myth America, Keven Kruse

For the Record (primary source anthology)

The Atlantic Monthly

Dissent in America, Ralph Young (primary source)

Zinn: Voices of a People's History

American Spirit: Bailey/Kennedy (primary)

Taking Sides: Clashing Views in US History

Prom Night in Mississippi

New Visions for Learning

Stanford Thinking Like a Historian

Immigration Political Cartoons

PBS American Experience Video Clips

Facing History

60 Minutes

News publications, including but not limited to NYTimes, Washington Post.

Newsela

Vox Videos

Upfront Magazine

Four Freedoms Speech - Roosevelt; Letters to Hoover and Roosevelt

Zinn Education Project

John Oliver: Monopolies

Internet and AI (Gemini, 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

Modifications

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