



US History L2 - Unit 1 - American Imperialism and Progressive Era 1900-1920

Unit Focus

The excesses of the Gilded Age and the completion of our quest to control the west led to a critical reexamination of our nation. Reformers, called Progressives, sought to right many of the wrongs they saw within Gilded Age America, seeking to protect social welfare, encourage moral improvement, reform the economy, and increase effectiveness and efficiency. The umbrella of Progressivism was so large, and their goals so broad, many reformers who called themselves Progressives actually worked in opposition to each other. At the same time, the closing of the frontier and accomplishment of our Manifest Destiny led the United States to reevaluate its place in the world and begin to emerge onto the world stage in a way that it had never done before. In this unit, students will explore this key transitional period in American history through the course themes of equality, economics, and foreign policy.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>C3 Framework for Social Studies State Standards Social Studies: 11</p> <ul style="list-style-type: none"> Analyze change and continuity in historical eras. (D2.His.2.9-12.) Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. (D2.His.3.9-12.) Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. (D2.His.4.9-12.) Analyze how historical contexts shaped and continue to shape people’s perspectives. (D2.His.5.9-12.) Analyze multiple and complex causes and effects of events in the past. (D2.His.14.9-12.) Distinguish between long-term causes and triggering events in developing a historical argument. (D2.His.15.9-12.) <p>Common Core History/Social Studies: 11-12</p> <ul style="list-style-type: none"> Evaluate an author s premises, claims, and evidence by corroborating or challenging them with other information. (CCSS.ELALITERACY.RH.11-12.8) <p>Connecticut Goals and Standards Social Studies : 12</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusion or seek patterns based on a synthesis of evidence</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U2 The outcome of any historical event may not be intended or predicted.</p> <p>U3 Rules, laws, and processes help people make decisions on issues to balance individual freedoms and common good.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How successful was Progressivism in correcting the issues of the Gilded Age?</p> <p>Q2 How did Progressivism impact American foreign policy in the early 1900s?</p> <p>Q3 How did this event occur? Why did this event occur?</p> <p>Q4 How do people and/or groups impact history?</p> <p>Q5 When interpreting the past, why are multiple points of view important?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 The definition and key elements of American foreign policy</p>	<p><i>Students will be skilled at...</i></p> <p>S1 evaluating the context of historical events</p> <p>S2 analyzing and evaluating interpretations of past events based on historical sources and perspectives</p>	

Stage 1: Desired Results - Key Understandings

- Evaluate how globalization, competition for scarce resources and human migration contribute to conflict and cooperation within and among countries. (GEO.9–12.12)
- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (HIST.9–12.1)
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (HIST.9–12.16)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

K2 The reasons why the Spanish American War and the War in the Philippines were major turning points in US foreign policy

K3 The US government established the Federal Reserve to try to end the boom and bust cycle of the Gilded Age
K4 The 4 goals of progressive reformers: Protect social welfare, promote moral improvement, create economic reform, foster efficiency.

K5 Different progressive reformers chose to focus on different elements of reform, sometimes leading to contradictions within the Progressive movement as a whole.

K6 The different approaches to segregation and racism advocated by Booker T. Washington and WEB DuBois

K7 The experience of being a colony of Great Britain shaped US foreign policy for the first 100 years of our history

K8 The transformation from a pre-capitalist, agricultural economy to a capitalist, industrial economy had a profound impact on nearly every aspect of people's lives in the 1800s

K9 While the terms liberty and freedom remained the bedrock of the nation, the definition of those terms changed drastically throughout the first 100 years of the nation's history as the nation struggled to decide who was and who was not a citizen

K10 Content Vocabulary: Manifest Destiny, Industrialization, Monroe Doctrine, Reconstruction, Suffrage, foreign policy, Dollar Diplomacy, alliance, independence, sovereignty, Roosevelt Corollary, interdependence, annexation, Moral Imperialism, empire, regime, isolationism, Progressivism, Federal Reserve, trusts, referendum, women's suffrage movement, Muckraker, NAACP

S3 integrating evidence from multiple sources and interpretations into an argument

S4 critiquing the credibility of claims and evidence in arguments

S5 evaluating cause and effect in historical events and trends