

Course: U.S. History II
Unit #1: Creating a Modern America: Progressive Reforms

Year of Implementation: 2021-2022

Curriculum Team Members: Katelynn Woll (KWoll@lrhsd.org) Justin McKay (jmckay@lrhsd.org) Jackie Zeigler (jzeigler@lrhsd.org) Amanda Perry (aperry@lrhsd.org) Eric Krastek (ekrastek@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

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.

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.

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.

6.1.12.HistoryCC.6.b: 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.d: 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).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

9.1.12.EG.2: Explain why various forms of income are taxed differently.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and

social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Transfer Goal: Students will be able to independently and collaboratively apply their learning from reform movements in the Progressive Era to address/solve present-day social issues with industrialization, immigration, unfair treatment of women, children, and minority groups.

As aligned with LRHSD long term learning goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that . . .

EU 1

numerous social and political inequalities create a need for reform in America.

EU 2

active citizenry and democracy are the pathway to reform.

Essential Questions

EU 1

- How did the problems of the late 19th century lead to the development of the Progressive movement?
- To what extent did the Progressive Presidents further the goals of Progressivism?

EU 2

EU 3

the intersectionality of reform movements will change and evolve over time.

EU 4

citizens' perspectives are shaped and influenced by the media.

- Do all reform movements create positive outcomes?
- How were Progressives able to achieve reform?

EU 3

- To what extent do modern reform movements compare to the movements from the Progressive Era?
- How did reform movements of the progressive era compare to earlier reform efforts?

EU 4

- How did muckraking impact reforms in the United States?
- How does the interpretation of media shape opinions?

Knowledge

Students will know . . .

EU 1

- problems caused by inequality among minority groups, industrialization, urbanization, immigration, and corruption in politics.(6.1.12.CivicsDP.6.a)
- legislation implemented as a result of reform. (including 16th, 17th, 18th, 19th amendments) (6.1.12.HistoryCC.6.d)

EU 2

- efforts made by the womens' rights movement to gain suffrage (including Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, Mary Church Terrell, Ida B. Wells, and Lucy Stone). (6.1.12.)
- the creation of African American advocacy organizations, such as the National Association for the Advancement of

Skills

Students will be able to . . .

EU 1, EU 2, EU 3, EU 4

- read and analyze primary source documents to determine different points of view.
- draw inferences from factual material.
- recognize and interpret different points of view.
- detect bias in data presented in various forms.
- compare and contrast the credibility of differing ideas, elements or accounts.
- test the validity of the information, using criteria such as source, objectivity, technical correctness, and currency.
- research useful and valid resources in all forms of media
- develop media literacy.

Colored People. (6.1.12.CivicsDP.6.b)

- the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups. (6.1.12.HistoryCA.6.a)
- reforms made to end corruption in politics and increase political participation (such as initiative, referendum and recall). (6.1.12.CivicsPR.6.a)

EU 3

- examples of recent and current reform movements of the 21st century (such as climate change, Black Lives Matter, LGBTQIA+ legislation, etc). (9.1.12.CFR.2)
- early versions of progressive movements lacked intersectionality (including women's suffrage, Temperance, Abolition, Populism). (9.4.12.CT.2)

EU 4

- the way in which information is disseminated changes over time and impacts the direction of reform movements. (NJSLSA.R6, 7.1.AL.IPRET.6; 9.4.12.IML.8)
- the ways in which bias can be used to persuade a target audience (such as muckraking journalism in Upton Sinclair's *The Jungle* or Jacob Riis'; *How the Other Half Lives*). (NJSLSA.R6, 7.1.AL.IPRET.6; 9.4.12.IML.8)

Stage Two - Assessment

Other Evidence:

- Tests/Quizzes
- Discussion/Debate, etc.
- Essays /DBQ
- Presentations

- Research projects
- Primary and secondary source analysis

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Compare and contrast contemporary issues with issues of the late 19th century. (A,M) (EU 1, 3)
- Create a progressive reform chart that shows each issue, action and outcome (A) (EU 1, 2, 3, 4)
- Have students find examples of muckraking/sensationalism in modern media (M) (EU 4)
- You are a teenager living during the progressive era. Write a letter to a Progressive reformer to acknowledge their efforts. (M) (EU 1, 2, 4)
- Have students write a letter to the administration which addresses a concern within the school community (T) (EU 1, 2)
- Analyze progressive era political cartoons pertaining to issues of the time such as political corruption (A, M) (EU 1, 2, 4)
- Students create political cartoons about a current issue. (M, T) (EU 1, 2, 4)
- Have students read excerpts from Sinclair's *The Jungle*, (use "Attack on the Meatpackers") --Analyze the impact of *The Jungle* and discuss the importance of the F.D.A and food safety today using documentary clips such as "Food Inc", "Broken", or articles regarding modern companies' ethical shortcomings (such as Nestle) (A,M) (EU 1, 2, 4)
- Display muckraking headlines from the Progressive Era and discuss the exposure of Triangle Shirtwaist Fire and other tragedies during this period. (M) (EU 1, 2, 4)
- Find a contemporary reform movement and discuss its plan of action and its effectiveness (M) (EU 2, 3, 4)
- Create a Venn Diagram comparing and contrasting the administrations of Roosevelt, Taft, and Wilson (A) (EU 1,2)
- Show clips from "Iron Jawed Angels" to demonstrate the women's suffrage movement (A) (EU 1, 2, 4)
- Compare and contrast the earliest feminist reformers and tactics with those used by Alice Paul and Lucy Burns and black suffragist leaders like Mary Church Terrell and Ida B. Wells. (A M) (EU 1,2,4)
- Evaluate the importance of conservation stemming from the Progressive period and its impact today by virtually touring a national park (A, M) (EU 1)
- Compare and contrast the philosophies of Booker T. Washington and W.E.B. DuBois regarding civil rights. (A, M) (EU 1, 2)
- Research modern companies with corporate governance policies that support and/or violate the common good and human rights. (A, M, T) (EU 1, 2)
- Propose a local referendum to be voted on by your school or town (A, M, T) (EU 2)
- Use [this resource](#) to help craft lessons around educational awareness regarding African American history and the many contributions Africans have made to American society. (A,M, EU1, EU3)

