

## Unit 3: Progressive Reform (1895-1920)

<b>Unit #:</b>	APSDO-00025372	<b>Duration:</b>	3.0 Week(s)	<b>Date(s):</b>	
----------------	----------------	------------------	-------------	-----------------	--

**Team:**  
John McLaughlin (Author), Kyle Kramek, John McLaughlin, Louis Pellegrino, Elizabeth Sanborn

**Grades:**  
11

**Subjects:**  
Social Studies

### Unit Focus

In this unit, students will analyze the responses of government, private organizations and individuals to the problems of corruption, poverty and inequity in American society. Students will identify and examine the specific problems that existed in society, the reformers who addressed these problems, their responses and the effectiveness of these responses. In addition to a unit test, students will compare and contextualize the efforts of muckrakers and do primary source analysis of progressive reformers. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and artifacts.

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b> <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> <li>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <i>CCSS.ELA-LITERACY.RH.11-12.2</i></li> <li>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <i>CCSS.ELA-LITERACY.RH.11-12.3</i></li> </ul>	<p><b>T1</b> (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p><b>T2</b> (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U101) Governments use of power benefits or harms its citizens in varying degrees.</p> <p><b>U2</b> (U201) Change: Revolution creates significant political, economic and social change in power, structures and systems.</p> <p><b>U3</b> (U300) Economic systems provide for the production and distribution of resources in</p>	<p><b>Q1</b> (Q050) How do individuals and groups shape the world?</p> <p><b>Q2</b> (Q500) How do beliefs influence social and political institutions?</p> <p><b>Q3</b> (Q800) What does injustice/inequality look like?</p> <p><b>Q4</b></p>

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *CCSS.ELA-LITERACY.WHST.11-12.7*
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *CCSS.ELA-LITERACY.WHST.11-12.8*
- Draw evidence from informational texts to support analysis, reflection, and research. *CCSS.ELA-LITERACY.WHST.11-12.9*

**Connecticut Goals and Standards**

*Social Studies : 11*

- Analyze change and continuity in historical eras. *HIST.9-12.2*
- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. *HIST.9-12.4*
- Analyze how historical contexts shaped and continue to shape people’s perspectives. *HIST.9-12.5*
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and

ways that benefit some and harm others.

**U4** (U603) Cooperation: Cooperation occurs when there is a shared interest or desired outcome.

**U5** (U700) What people choose to do and not to do affects the quality of life in their community.

**U6** (U801) When people’s basic needs are not met, they seek change.

To what extent did the Progressives create a more democratic, tolerant, equitable and just America?

**Q5**

How much should government regulate business?

**Acquisition of Knowledge and Skill**

**Knowledge**

**Skills**

**K1**

The rapid growth of cities forced people to contend with problems of housing, transportation, water and sanitation

**S1**

Analyze in detail a series of events to determine a pattern (e.g., cause and effect; central to a movement)

**K2**

Progressive government officials emerged as a result of the public's desire to end governmental corruption

**S2**

Evaluate the accuracy and credibility of a source to determine bias

**K3**

As a result of social and economic change, many women entered public life as workers and reformers

**S3**

Make a claim and support it with specific textual evidence and using primary and secondary sources

**K4**

Labor unions and industrial reformers help to create changes in the workplace and limit the abuses of factory owners

**S4**

Conduct short research task to answer a question or solve a problem

**K5**

Social reformers turned to the use of media to exploit the abuses in society

**K6**

<p>evidentiary weaknesses. <i>INQ.9-12.10</i></p> <ul style="list-style-type: none"> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. <i>INQ.9-12.5</i></li> <li>• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. <i>HIST.9-12.1</i></li> </ul>	<p>Essential Concepts/Terms: Progressive movement, prohibition, muckraker, scientific management, initiative, referendum, recall, 17th Amendment, suffrage, National American Woman Suffrage Association, National Association of Colored Women, The Jungle, Square Deal, Meat Inspection Act, Pure Food and Drug Act, conservation, National Association for the Advancement of Colored People, Bull Moose Party, Payne-Aldrich Tariff, Clayton Antitrust Act, Federal Trade Commission, Federal Reserve System, 19th Amendment</p>	
---	--	--