



# Unit Planner: Progressive Era U.S. History 2

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High School > 2018-2019 > Grade 11 > Social Studies > U.S. History 2  
(C) > Week 26 - Week 28

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## Progressive Era

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- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

Change comes over time and it's through individuals that see the inequalities and corruption in our society that cause these changes to come about.

### Essential Questions

- Was the Progressive Era progressive for all? Why or Why Not?
- How does the Progressive era of reform compare with other Reform Movements In American History?
- How did the muckrakers influence the Progressive Era?
- Is the American consumer adequately protected by government regulation?

### Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 11-12

#### Writing

##### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

##### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating

understanding of the subject under investigation.

7. 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

### Content

Muckrakers  
Government reform laws  
Political Machines  
Secret Ballot  
Referendum  
Initiative  
18th Amendment  
Theodore Roosevelt Square Deal 3 C's

### Skills / Strategies

Historical thinking involves the ability to describe, compare, and evaluate, in various chronological and geographical contexts, Identify and understand historical developments within society  
The ability to identify, compare, and evaluate multiple perspectives on a given historical experience.  
The ability to identify, describe, and evaluate evidence about the past from diverse sources (written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), with respect to content, authorship, purpose, format, and audience.  
The ability to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence.  
The ability to understand such evidence in its context, recognize its limitations, and assess the points of view that it reflects.

### Key Terms / Vocabulary

- Progressive Era
- Muckrakers
- Tenements
- Slums
- Urbanization
- Journalism
- Photographer
- Consumers
  
- Whistle blowers
- Democracy
- Meat Inspection Act
- Pure Food and Drug Act
- New York State Tenement Housing act

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

- Read and Analyze Primary source documents
- Watch select videos from different time periods
- Read and answer questions relating to the Muckrakers
- Identify key laws and regulations
- Work in groups and in pairs to explain cause and effect situations

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

### **Progressive Era Assessment**

**Summative: DOK 2 Basic Application: Test:**

#### **Standardized**

30 multiple Choice exam on the progressive era

#### **Acts/ Legislation Essay**

**Formative: DOK 3 Strategic Thinking: Written: Essay**

Write an essay selecting two laws of this time period and the impact it had on the society

## Resources



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