

# US History I Unit 4

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

---

Unit	Marking Period	Weeks
American Beginnings to 1783	1	10
A New Nation (1781-1850)	2	10
An Era of Growth and Disunion (1825-1877)	3	10
Migration and Industrialization (1877-1917)	4	10

## Unit Overview

---

The industrial age ushered in a period of increased immigration and urbanization that dramatically influenced American culture and the economy in the late 19th century. The federal government's laissez-faire policies allowed for the rise of corporations. Industrialization also facilitated the rise of workers movements aimed at improving working conditions, pay, and child labor laws. Meanwhile, the continuation of westward expansion dramatically altered the lives of Native Americans and white American settlers. The consequences of native reservation and "Americanization" policies continue to impact native tribes ability to practice their cultural traditions as well as their relationship to the federal government and American society. At the turn of the 20th century, African-Americans struggled to assert their basic rights through political and social organizations. Widespread lynching as well as legal segregation were some of the most significant barriers to American progress.

## Enduring Understandings

---

1. Continued westward expansion resulted in assimilationist policies towards Native Americans that forever altered their way of life.
2. Settlers in the west embraced new political movements like Populism to address economic hardships in the late 19th century.
3. Scientific discoveries, new inventions, and industrial innovations directly affected the nature of work, the American labor movement, and American businesses.
4. Increased immigration to the United States at the turn of the 20th century wrought significant economic, social, and political changes.
5. At the turn of the 20th century, the United States experienced revolutions in mass culture, technology, and education.
6. Conflict over race relations dominated political, social, and economic life in the United States.

## Essential Questions

---

1. How did westward migration after the Civil War affect Native Americans?
2. How did settlers respond to economic challenges in the west in the late 19th century?
3. What was industrialization and how did it alter the American economy, politics, and society?
4. Why did immigration to the United States increase at the turn of the 20th century and how did it affect American culture and politics?
5. How did revolutions in mass culture, technology, and education transform American society at the turn of the 20th century?
6. What was life like for minorities in the United States at the turn of the 20th century, and how did advocates fight for equal rights?

## New Jersey Student Learning Standards (No CCS)

---

SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.6.c	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.
SOC.6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
SOC.6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
SOC.6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and

unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

## **Amistad Integration**

---

We will implement the following materials and texts to integrate the history and contributions of African-Americans:

1. Analysis of the short and long term impact of the Plessy v. Ferguson decision on African-Americans and American institutions.
2. Discussion on early 20th-century African-American perspectives on how to address racial inequalities (with a focus on Booker T. Washington, W.E.B. Dubois, and Ida B. Wells).

SOC.6.1.12.A.6.c

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.

## **Holocaust/Genocide Education**

---

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students take personal responsibility to fight racism and hatred:

1. Examination of the short and long term impact of Native American removal on Native culture, rights, and relationships with the federal governments and American society.
2. Analysis of the impact of various treaties and policies with and towards Native populations (including the Dawes Act, the 2nd Treaty of Ft. Laramie, "Americanization" and various forced assimilation policies).
3. Discussion of the various types of Native American resistance to military, political, and social imperialism.
4. Discussion of the impact of immigration policies including quota systems and the Chinese Exclusion Act.

SOC.6.1.12.A.1.b

Analyze how gender, property ownership, religion, and legal status affected political rights.

SOC.6.1.12.A.3.e

Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

SOC.6.2.12.A.4.d

Assess government responses to incidents of ethnic cleansing and genocide.

SOC.6.2.12.D.4.i

Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

## **Interdisciplinary Connections**

---

In connection with the English department, students will practice and be assessed on argumentative writing, thesis-driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

## Technology Standards

---

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.12.B.CS4	The influence of technology on history.

## 21st Century Themes/Careers

---

**Themes:** Students will understand how the structure of their world today has its roots in changes in industry, immigration, mass culture, and race relations that occurred at the turn of the 20th century.

**Skills:** Responsible citizenship, clear and effective communication, use of valid research strategies, and critical thinking

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace

with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## Financial Literacy Integration

---

We will instruct students on basic financial topics to navigate the realities of our world today and understand how the role the government choses to play in corporate regulation impacts individual's lives:

1. Discussion of the concentration of wealth in the late 19th century United States and the rise of corporations
2. Discussion of the role of labor unions in late 19th century economic life
3. Discussion of the historical role of government in corporate regulation (e.g. Sherman Anti-Trust Act)
4. Comparisions between early 20th century and modern business practices and figures

SOC.6.1.12.A.5.a

Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

SOC.6.1.12.C.5.a

Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

SOC.6.1.12.D.5.b

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

SOC.6.1.12.CS5

The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

## Instructional Strategies & Learning Activities

---

- Dawes Act primary sources
- Custer's Last Stand primary and secondary source analysis
- Native American current events podcasting project
- Populism connections in "The Wizard of Oz"
- Industrial Age inventions fact hunt
- Labor Movement knowledge quest
- SHEG on Pullman Strike
- Homestead Strike role play
- Agnes Nestor reading
- Organic Goodies activity
- Horizontal and Vertical Integration posters

- Ellis Island Web Quest using Scholastic resources
- Angel Island perspectives
- Chinese Exclusion Act podcast, reading, and discussion
- Bill of Rights Institute immigration packet
- How the Other Half Lives photograph activity
- City planning activity
- DuBois Washington Wells reading and discussion
- Mass culture review activity
- Class notes and lecture: Native Americans and Indian Wars, American settlement of the west, Populism, American industry, Titans of Industry, Immigration, Gilded Age politics, 20th century politics and culture
- Optional movie: Dances with Wolves

## **Differentiated Instruction**

---

Examples may include:

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- LMS use (Canvas)
- Grouping
- Jigsaws
- Learning Through Workstations

## **Formative Assessments**

---

- Weekly homework assignments (readings, reading checks, notes, and textbook questions) that align with the textbook sections and class material.
- Outside primary and secondary sources will be assigned for further understanding and mastery of the historical period being studied, as either homework or in class.
- In class writing and research assignments (charts, maps, and presentations) will be based on the colonial to early republican periods of United States history.
- Daily warm ups to activate prior knowledge using various techniques (i.e. draw a picture, write a poem, ask a question, explain to a 1st grader, etc.)
- In-class review games (review basketball, Taboo, Pictionary)
- Low-stakes quizzes, i.e. Kahoot!
- Sequence It: create timelines of major events discussed
- Gallery Walk and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

- Jamboards

## **Summative Assessment**

---

Each chapter will be assessed in a variety of ways, from traditional test formats to argumentative-based essays. Traditional test formats include multiple choice questions, matching, true and false questions, and short answer questions that occur at the conclusion of the chapter. Chapters not tested in the traditional format will be assessed through research projects, presentations, and evidence-based argumentative essays highlighting a specific historical figure or issues.

## **Benchmark Assessments**

---

Monitor students historical writing ability with benchmark primary source based writing assessments at least once a marking period.

## **Alternate Assessments**

---

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Keep workspaces clear of unrelated materials.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## **Resources & Technology**

---

Resources:

- The Americans, Holt McDougal
- Gilder Lehrman Institute
- Stanford History Education Group
- The History Channel
- PBS
- America: the Story of Us
- Library of Congress
- Crash Course
- Howard Zinn Education Project
- Scholastic

Technology:

- Promethean Board
- Smart Phones
- iPads
- Chromebooks (1:1)
- ELMO
- Canvas
- Genesis

## **BOE Approved Texts**

---

The Americans, Holt McDougal

## **Closure**

---

See Formative Assessment section

## **ELL**

---

Strategies may include:

- Alternate responses
- Advanced notes
- Extended time
- Teacher modeling
- Simplified written and verbal instructions
- Frequent breaks
- E-Dictionaries



- Google Translate

## **Special Education**

---

Strategies may include:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (posters, brochures, website design, etc.)
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (phones, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- See "alternate assessment" category for modifications relating to assessments.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed presentation or project).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Provide notes
- Modified primary source readings
- Modified study guides
- Reinforcement in Humanities Labs

## **504**

---

Strategies may include:

- Preferential seating
- Extended time on tests and assignments
- Reduced homework or classwork
- Verbal, visual, or technology aids
- Modified textbooks or audio-video materials
- Behavior management support
- Adjusted class schedules or grading

- Verbal testing
- Excused lateness, absence, or missed classwork
- Pre-approved nurse's office visits and accompaniment to visit

---

## **At Risk**

Strategies may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Notes provided on Canvas; peer note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Prompt feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

---

## **Gifted and Talented**

Strategies may include:

- Focus on effort and practice
- Offer the most difficult first
- Offer choice
- Speak to student interests
- Allow G/T students to work together
- Encourage risk taking

