

Unit 7 The Era of Big Business and the American West 1869-1912

Content Area: **Social Studies**
Course(s): **English I, U.S. History I, U.S. History II**
Time Period: **February**
Length: **3 weeks**
Status: **Published**

Unit Overview

In the post Civil War era the United States emerged as an industrial colossus. As Americans moved west, vast stretches of railways criss-crossed the nation. Entrepreneurs built industrial goliaths and amassed immense personal fortunes as Americans and immigrants flocked to cities to better their lives. The South still staggering from the Civil War lagged behind the rest of the nation as Americans turned in their farm tools for time cards.

Despite the fact that factory work provided Americans with a higher standard of living than times past, working conditions were in many cases appalling, particularly for women and children. These desparate labor conditions gave rise to a nascent labor movement. Union progress, in fits and starts; eventually under strong leadership, coalesced into a force of skilled and unskilled workers. Violent strikes by workers, and violent reprisals by factory owners turned many workplaces into battlegrounds. Muddying the issue was the fact that at the time, big business operated almost completely without government regulation, and labor unions were often infiltrated and led by radical socialists, anarchists, and marxists.

Enduring Understandings

- Technological developments revolutionized transportation, manufacturing, and consumption fundamentally, changing the lives of Americans.
- The industrial revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values, creating tension between ethnic and social groups.
- The industrial revolution ignited an American economy that became the strongest in the world as America emerged as a world power.
- The factory system improved the lives of Americans, and created a consumer class for the first time in American history.
- Unregulated business practices led to cutthroat tactics and the exploitation of workers.
- Exploitation of workers led to the creation of the modern union system.
- The industrial revolution led to the reform movement in America.
- The industrial revolution led to a fundamental change in the daily lives of many Americans as the time card began to replace life in accordance with nature's rythms.

Essential Questions

- To what extent did immigration effect change in American citeis?
- How did the factory system effect women and children?

- What is a consumer culture?
- How did the industrial revolution change the essential character of Americans?
- How did the industrial revolution change the economic system?
- How did the industrial revolution change America's standing in the world?
- How did the industrial revolution change the relationship between management and labor?
- How did the industrial revolution change the relationship between business and government?

Standards/Indicators/Student Learning Objectives (SLOs)

analyze the pros and cons of the rapid industrialization of the late 19th century

compare and contrast the technological growth of then to the current changes with computers, phones, etc.

defend a position on whether the industrialists of this era were good or bad

assess this period as the turning point where the country changed into modern America

compare and contrast life in the city to life out west

examine the cause and effect for decisions on where to live at that time

determine the factors that allowed for the growth of this era

understand the long historical plight for farmers and factory workers.

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.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.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.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
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.

Lesson Titles

The Gilded Age

Industrialists internet research

Robber Barons or Captains of Industry

Cowboys and The Wild West

Railroads grow and change

Western Tech (ie barbed wire)

Inventions and inventors

Mass culture and entertainment of the later 1800s

Labor Unions and strikes

The Dark Side of City Life (tenements, poverty, disease)

The Struggles of the Farmer (price gouging, droughts, infestations, sod homes)

21st Century Skills and Career Ready Practices

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

Inter-Disciplinary Connections

English

Sociology

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the

topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.2	Social statuses and roles

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Thesis statement writing as students write essays about robber barons/captains of industry
- Socratic Questioning relating to issues of the west, rapid growth of the cities, and immigration
- Deductive/Inductive analysis to determine why people made the decisions they did in the past
- Thematic thinking how does this unit relate to the overall themes of migration and technology
- Pair/Share
- Lecture
- Artifact analysis students will examine the political cartoons and advertising posters of the time
- Linking historical events (immigration, racial discrimination, treatment of women, presidential elections and corruption, and technological improvements)
- Delsea One
- SWAG

Modifications

ELL Modifications

- Google Translate tool
- Modified Readings
- Testing Modifications
- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative

and collaborative learning, student generated stories based on personal experience

- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

IEP and 504 Modifications

- Repeat information and directions.
- The SHEG lesson provides a modified text for lower-level readers.
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Projects can be submitted digitally or paper

- Options for type of project relating to content
- Delsea One
- SWAG

G&T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics.
- Creation of technology-based assessments to address the higher levels of Bloom's
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

At Risk Modifications

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration

- Allow extra time for completion of homework dependent upon circumstances
- Delsea One
- SWAG

Formative Assessment

Warm-ups

Music Analysis of early music played on phonographs

Quotation Analysis of Carnegie about the Social Gospel

Map Analysis of what makes up the 3 main regions of the country at that time: the north, south, and west

Anticipatory Set

Document analysis of settlers moving west, big business owners, and factory workers

Current events analysis of modern day labor struggles and conservation issues

Political Cartoon creation/closure

Closure

Written Summary on changes in the west

Q&A dealing with the west and the growth of cities

Turn to your partner to discuss/debate major concepts from the days' lessons

Summative Assessment

Essays defending whether the industrialists of this time period were robber barons or captains of industry

Exams: One on cities and the west, another on immigration

Presentations of political cartoons and Industrialist internet research

Marking Period Assessment for the 4th quarter

Create your own political cartoon about the issues of the Gilded Age

Quizzes on the tier three words for chapters 13-15 of the Prentice Hall text

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Prentice Hall US History text chapters 13-15

America the Story of US DVD Series: Industrialization of the later 1800s

History Channel TV series: United States of America episode American Billionaires

America: Past and Present by Divine as a resource book

Amistad Resources:

- Reconstruction
- The Rise of Labor Unions
- DBQ: Primary Sources: Compare the images of the children in Document One and Document Two. What is different about the children in each image? Why do you think it was important to United States officials to change the way American Indian people lived? Why do you think

American Indian people resisted the United States government?

- DBQ: Primary Sources: Assess the validity of this statement for the period 1885–1900 using the following documents.
- What is means to be colored in the capital of the United States by Mary Church Terrell
- A Chinese View of the Statue of Liberty
- Langmark Documents, Speeches, and Correspondence
- Booker T. Washington
- Post Reconstruction
- Ida B. Wells
- Scientific Racism
- Italian and Mexican American Lynchings
- The Rise of Labor Unions
- Literature Connection: *Carry Me Back to Old Virginny*

Technology

Google Docs

Chromebooks

[Kahoot](#) for review prior to assessment

Youtube:

- The Story of US: https://www.youtube.com/playlist?list=PLY2JYIS1dTjp9WjhZybngRElIDxF0o_3m

<https://thomasnastcartoons.com/>

Amistad Resources

Home Page: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/3580/5799>

We Wear the Mask: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/3577/7147>

Activity: The Rise of Labor Unions: http://www.njamistadcurriculum.net/history/unit/post-reconstruction/lesson_plan/4286/335

DBQ: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4551/7611>

FRQ: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4551/7612>

NJSLS ELA Activity: What it Means to be Colored in the Capital of the United States by Mary Church Terrell (1906) <http://www.njamistadcurriculum.net/history/unit/post->

[reconstruction/content/4549/7747](http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4549/7747)

NJSLS ELA Activity: A Chinese View of the Statue of

Liberty <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4548/7749>

Landmark Documents, Speeches, and

Correspondence: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4548/7749>

Booker T. Washington: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4024/7351>

Post Reconstruction: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4025/7353>

Ida B. Wells: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4025/7354>

Scientific Racism: Dawinism and Eugenics: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4025/7779>

Italian and Mexican American Lynchings: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4025/7694>

The Rise of Labor Unions: http://www.njamistadcurriculum.net/history/unit/post-reconstruction/lesson_plan/4286/335

Literture Connection: *Carry Me Back to Old*

Virginny: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/3577/7146>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.