

2017 Honors Unit 8 The American West 1869-1912 (Summer Work)

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

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 rhythms.

Essential Questions

- To what extent did immigration effect change in American cities?
- 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)

SWBAT 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 in to 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

New opportunities for minorities

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)

FRQ comparing and contrasting city and western life

Short Answer Practice focusing on how technology and migration impacts all aspects of American life

DBQ life of a sodbuster

21st Century Skills and Career Ready Practices

Communication and Collaboration

Civics

Health Literacy

Information Literacy

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.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

Inter-Disciplinary Connections

Students will constantly be integrating the ELA skills of analytical reading of informational texts and persuasive writing.

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.

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)
- Writer's workshops on AP writing styles
- Peer editing of thesis statements
- Group Collaboration and discussion on learning styles related to two distinct topics (city/west)
- Delsea One
- SWAG

Modifications

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

Analysis of Current events to compare and contrast history and establish links

Document analysis of people who moved west and big business owners

Discussion of the plight of Native Americans over time

Nast cartoon analysis and creation

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 13-17 of the AMSCO text

DBQ from Walch book

FRQ on city life and western life

Short Answers dealing with the impact of migration and technology on the west and in cities

AP level multiple choice quizzes

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

AMSCO AP US History Prep text chapters 13-17

The American Pageant Chapters 21-24)

Cengage AP Test Generator

5 Steps to a 5

Fast Track to a 5

Teaching History Beyond the Textbook by Williams

[Black Inventor of the Subway](#)

America the Story of US by the History Channel to examine industrialization of the later 1800s

History Channels TV series United Stuff of America episode American Billionaires

America: Past and Present by Divine as a resource book

Amistad Online Resources

- Activity: The Rise of Labor Unions

NJSLS ELA Activity: What it Means to be Colored in the Capital of the United States by Mary Church Terrell (1906)

NJSLS ELA Activity: A Chinese View of the Statue of Liberty

Landmark Documents, Speeches, and Correspondence:

Booker T. Washington

Ida B. Wells

Scientific Racism: Darwinism and Eugenics

Italian and Mexican American Lynchings

The Rise of Labor Unions:

Literature Connection: *Carry Me Back to Old Virginny*:

Gilder Lehrman Resources