

Unit 4: An Emerging World Power 1870-1919 Copied from: US History 1 , Copied on: 12/15/21

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Belleville Public Schools

Curriculum Guide

UNITED STATES HISTORY I, 10TH GRADE

UNIT 4 AN EMERGING WORLD POWER 1870-1919

Belleville Board of Education

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Unit Overview

This unit explores the United States into the post reconstruction progressive era through the turn of the century including new emerging technologies, US imperialism, Women's quest for equality and The Great War.

Enduring Understanding

- At the end of the 19th century, America was filled with natural resources, creative ideas, and growing industrial markets
- The growth of railroads benefited the nation and also led to corruption and required government involvement and regulation
- The expansion of industry resulted in the growth of big business and the need for labor unions
- The rapid growth of cities forced people to deal with housing, transportation, water and sanitation

problems

- Immigration from Europe completely changed the make up of cities
- Advances in science and technology solved many urban problems
- Americans had more time for leisure activity, therefore a modern mass culture emerged
- Political, economic and social change in the late 19th century led America to broad progressive reforms
- Reforms in public education and national literacy emerged
- African Americans led the fight against Jim Crow Laws and voting restrictions
- Women enter public life to enforce change
- As president Teddy Roosevelt worked to give Americans a Square Deal
- America was in global competition for expansion
- The United States engage in conflicts with Puerto Rico, Cuba and the Philippines
- As conflicts around Europe intensified, the United States was forced to abandon its neutrality
- The United States used new cutting edge technology in the war
- WWI spurred social change in the United States

Essential Questions

1. Did rapid industrialization benefit economic and social systems in the United States?
2. Did the benefits of immigrating to the United States outweigh the challenges?
3. Was the Progressive Movement successful?
4. Did American Imperialism have a positive or negative impact on the world and the United States?
5. What was the most significant impact of WWI globally?
6. How did the growth of industry change cities?

Exit Skills

By the end of Unit 4 students will be able to

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.

- gather information in meaningful clusters and apply their findings to specific problems
- Understand African American contribution to this time period.
- understand and articulate how inequality and racism affect society.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1.12.CivicsDP.5.a	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.6.1.6	The Emergence of Modern America: Progressive Reforms (1890–1930)
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
SOC.6.1.12.CivicsDP.6.b	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.HistoryCC.6.c	Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
SOC.6.1.7	The Emergence of Modern America: World War I (1890–1930)
SOC.6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.8	The Emergence of Modern America: Roaring Twenties (1890–1930)

Interdisciplinary Connections

LA.RH.9-10.1

Accurately cite strong and thorough textual evidence, to support analysis of primary and

secondary sources, attending to such features as the date and origin of the information.

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.9-10.6

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.RH.9-10.9

Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Learning Objectives

SWDAT

1. Identify the progressive era of an effect of reconstruction, but also as a cause of the Women's movement
2. Analyze the importance and effects of both the first and second industrial revolution
3. Determine the role of American Imperialism on American Society
4. Identify the reasonings behind America's initial policy of neutrality and later decision to get involved in WWI

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- establish historical context by checking for understanding about events such as Spanish-American War, passing of the 19th Amendment and Progressivism
- Build foundation through vocabulary and key people identification
- Use of maps and interactive time lines to understand the context surrounding women's suffrage.
- Create a map of the areas of anti-slavery movements and how they affected the Roosevelt and Wilson's terms.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from three different points of view: Factory Worker, Suffragette, or soldier in the Spanish-American War.
- Research and collect historical evidence for an essay on the the Progressives.

Assessment Evidence - Checking for Understanding (CFU)

Quiz on Progressive Era-benchmark assessment

Journal from the point of view of a suffragette, immigrant and WWI soldier

Primary sources from factory workers and owners

Unit test-summative assessment

Think, pair, share-formative assessment

-Written reports-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite

- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH Textbook and Ebook- American History

Ancillary Resources

Common Lit

Newsela

Google Classroom

Teaching Like a Historian

Interactive Maps and Timelines

Primary Source documents

Technology Infusion

- Use of Google Chrome Books
- Google Classroom
- Various Online tools
- Online Databases from BHS Media Center

- Use of Flipgrid when utilizing student presentations

Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CAEP.9.2.12.C.8

Assess the impact of litigation and court decisions on employment laws and practices.

CAEP.9.2.12.C.9

Analyze the correlation between personal and financial behavior and employability.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration

- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

PFL.9.1.12.B.8	Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
PFL.9.1.12.C.6	Explain how predictive modeling determines “credit scores.”
PFL.9.1.12.C.7	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

Varied supplemental materials

Special Education Learning (IEP's & 504's)

Guide students to enter the first event discussed by having students write “1848” and “First women’s rights convention in Seneca Falls, New York.”

Encourage students to refer to the list during class discussion of the “Four Goals of Progressivism” section.

Extended time for Journals from the perspective of various participants in the passing of the 19th Amendment (suffragette, politician)

Check students progress as they take notes on Progressivism, Prohibition, Imperialism.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes

- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about the Spanish-American War

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the suffragettes during the fight for the right to vote (19th Amendment)

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Have students review the following topics: women in the workforce, property rights, higher education, and

reforms women sought. Then direct students to select the topic that interests them the most. Encourage students to do some additional research on their chosen topic. Then have them write an essay describing how their topic may have played a role in women securing the right to vote.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name: WW1

njsls :linked

Interdisciplinary Connection: ELA

Statement of Objective: SWDAT explains how the US was emerging as a world power by articulating events during this time period.

Anticipatory Set/Do Now: Linked A question of the day will be located on the board for them to answer in our Google Classroom.

Learning Activity: Students will read ch 18 and research a timeline of events leading towards and including US imperialisms. Students will be in groups of 3-4 that have been created by me utilizing data from my PGP

Student Assessment/CFU's: Linked the Timeline will be reviewed in a Q and A session.

Materials: Text, notebooks, online textbook and paper

21st Century Themes and Skills: Linked

Differentiation: Linked Students have the ability to add or omit any item from the timeline.

Integration of Technology: Laptop, projector