Unit 4: Emerging World Power (1870 - 1919)

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Belleville Public Schools

Curriculum Guide

US I Honors, 10th grade

Unit 4: Emerging World Power (1870 - 1919)

Belleville Board of Education

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Unit Overview

Unit 4:

- 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 abdon its neutrality
- The United States used new cutting edge technology in the war
- WWI spurred social change in the United States

Essential Questions

- What were the four goals of progressivism?
- How did prohibition fit into the reform movement?
- How did new state laws affect the growth of public education?
- What factors contributed to the growth of high schools?
- How did educational experiences differ for African Americans and immigrants?
- What post-Reconstruction voting restrictions were imposed on African Americans in the South?
- What were Jim Crow laws?
- What was the significance of the Supreme Court ruling in *Plessy* v. *Ferguson*?
- What kind of work was available to American women before the Civil War?
- How did women's pay compare with men's pay in factories?
- Why did women take white-collar jobs?
- How did the opening of women's colleges help create new opportunities for women?
- Why were there women leaders in the movements to reform social welfare, public morals, and race relations?
- How did Susan B. Anthony help the cause of women?
- How did Theodore Roosevelt become president?
- What did Theodore Roosevelt do that brought him to a national prominence?
- How did Roosevelt create the modern presidency?
- How did Roosevelt's intervention in a coal strike set a precedent for federal arbitration?
- What did Roosevelt do to the trusts and railroads?
- Who was Booker T. Washington?
- Who was W.E.B. Du Bois, and what famous civil rights organization did he help found?
- How did reform mayors clean up their local governments?
- How did reforms protect children?

- How did reforms change working conditions?
- What kinds of political reforms took place at the state level?
- What legislation did Wilson use to attack trusts and monopolies?
- How were the lowering of the tariff and the introduction of the income tax related?
- How did Wilson reform banking?

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

New Jersey Student Learning Standards (NJSLS-S)

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.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

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.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
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.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.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
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.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
SOC.6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
SOC.6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
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.
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements

promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

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.9-10.2	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.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
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.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

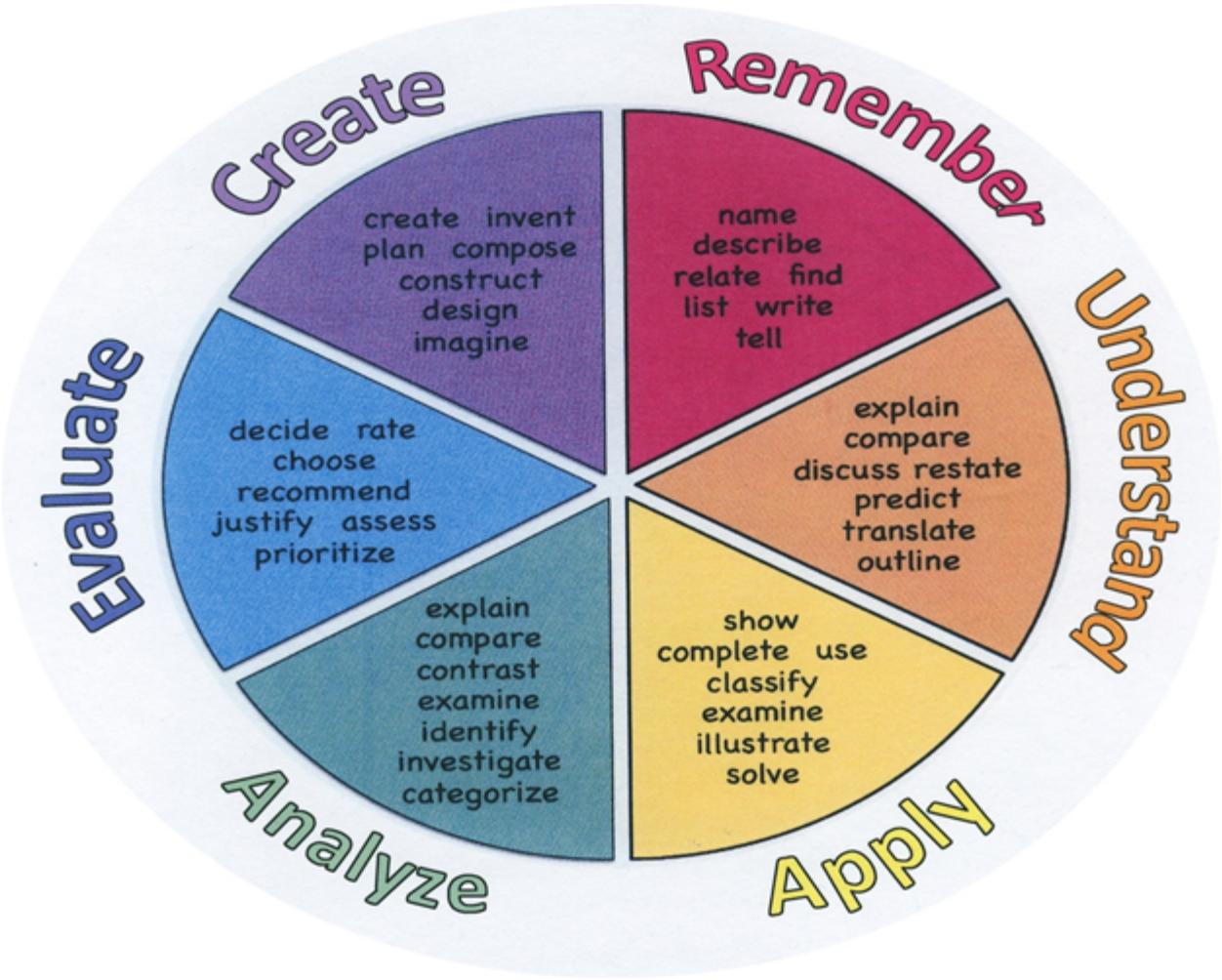
Learning Objectives

- Explain the four goals of progressivism.
- Summarize progressive efforts to clean up government.
- Identify progressive efforts to reform state government, protect workers, and reform elections.
- Analyze the expansion of public education at the turn of the 20th century.
- Describe the growth of higher education.
- Trace the historical underpinnings of legalized segregation and the African American struggle against racism in the United States.
- Summarize turn-of-the-20th-century race relations in the North and the South.
- Identify discrimination against minorities in the American West.
- Describe the growing presence of women in the work force at the turn of the 20th century.
- Identify leaders of the woman suffrage movement.
- Explain how woman suffrage was achieved.
- Describe the events of Theodore Roosevelt's presidency.
- Explain how Roosevelt used the power of the presidency to regulate business.
- Identify laws passed to protect public health and the environment.
- Summarize Roosevelt's stand on civil rights.
- Summarize the events of the Taft presidency.
- Explain the division in the Republican Party.
- Describe the election of 1912.
- Describe Woodrow Wilson's background and the progressive reforms of his presidency.
- List the steps leading to woman suffrage.
- Explain the limits of Wilson's progressivism.
- Consider why a country might want to acquire an overseas colonial empire.
- Explain how the Untied States acquired overseas territories in the late 19th and early 20th centuries.
- Describe Woodrow Wilson's background and the progressive reforms of his presidency.
- List the steps leading to woman suffrage.
- Explain the limits of Wilson's progressivism.
- Consider why a country might want to acquire an overseas colonial empire.
- Explain how the Untied States acquired overseas territories in the late 19th and early 20th centuries.
- Explain the economic and cultural factors that fueled the growth of American imperialism.
- Describe how the United States acquired Alaska.
- Summarize how the United States took over the Hawaiian Islands.
- Contrast American opinions regarding the Cuban revolt against Spain.
- Identify events that escalated the conflict between the United States and Spain.
- Trace the course of the Spanish-American War and its results.
- Describe U.S. involvement in Puerto Rico.
- Explain how the Platt Amendment gave the United States partial control over Cuba.
- Identify causes and effects of the Philippine-American War.

- Explain the purpose of the Open Door Policy in China.
- Summarize the views regarding U.S. imperialism.
- Explain how Theodore Roosevelt's foreign policy promoted American power around the world.
- Describe how Woodrow Wilson's missionary diplomacy ensured U.S. dominance in Latin America.

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 likes 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 soilder

Primary sources from factory workers and owners

Written reports-alternate assessment

Unit test-summative assessment

Think, pair, share-formative 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

Textbook: American History - HMH Copyright: 2018

Ancillary Resources

- NEWSELA
- COMMONLIT
- History.com
- Reading Like A Historian
- Close Read Screencasts
- Connect One
- Interactive Timelines

Technology Infusion

- Create a PPT describing how the idea of imperialism led to the invasion of Cuba and China.

- Make an interactive website about the creation of the 19th Amendment.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations on Prohibition.



Alignment to 21st Century Skills & Technology

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.

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.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
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.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.

21st Century Skills/Interdisciplinary Themes

- 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

21st Century Skills

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

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- 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
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing 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 clarif
- 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 workpresented 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 workpresented 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:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: