

Unit 4: The Emergence of Modern America

Content Area: **Social Studies**
Course(s): **US History I**
Time Period: **1 marking period**
Length: **8-10 Weeks**
Status: **Published**

Unit Overview

The Emergence of Modern America: Industrialization

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, and cultural values and created tensions between ethnic and social groups

The Emergence of Modern America: Imperialism

America establishes herself as a world power through changing foreign policy leading to international expansion via Imperialism.

An expanding market for international trade promoted policies that resulted in America emerging as a world power.

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.

The Emergence of Modern America: World War I

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

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| 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.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RH.11-12.5 | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| LA.RH.11-12.6 | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a |

question or solve a problem.

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| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |
| 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. |
| 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. |

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| 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. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| 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. |

Transfer

Students will be able to independently use their learning to identify the significance of the rise of big business and its impact on the market economy, the role of imperialism and immigration in creating a multicultural nation, and the impact of global conflicts domestically and internationally.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- the role industrialization played in creating modern America.
- the impact westward expansion had on America as a growing world power.
- the Progressive Era reforms benefited society.
- the government focused on meeting the needs of the people.
- American imperialism led to domestic and global expansion (Hawaii, Philippines, Panama, Alaska, Puerto Rico, etc)
- WWI changed the way wars were fought and set the stage for future global conflicts
- The Treaty of Versailles and League of Nations failed to adequately address global issues

Essential Questions

- What were the political, social and economic consequences of industrialization?
- Why are people influenced to migrate?
- How are minority groups impacted by expansion?
- What does it mean to be progressive and why does that matter today?
- How did Progressive Era contribute to American reforms?
- How did American foreign policy at the turn of the century lead to imperialism?
- In what ways do the outcomes of WWI change the future of the United States?

Application of Knowledge and Skill

Students will know...

Students will know . . .

- the interrelationship between the factors that created industrial growth in America.
- the specific industries whose expansion contributed to industrial growth and assess the impact they had on the American economic system.
- the industrial and economic theories that drove industrial expansion. (e.g. Social Darwinism, Gospel of Wealth, Laissez Faire, monopolies, trusts, corporations)
- the impact of industrialization on the American economy, government, and social structure and compare it present day.
- the growth and development of the labor union movement and its effect on the American worker and workplace.
- the role and contributions of various individuals in the time period. (e.g. Thomas Edison, Alexander Graham Bell, George Westinghouse, Andrew Carnegie, John Roebling, John D. Rockefeller, J.P. Morgan)
- the political trends in the New South as they pertain to the status of African-Americans in this time period.
- the social, political, and economic development related to the settlement of the Western frontier and the subjugation of Native Americans, and relate that subjugation to the subject of genocide.
- the reasons for the rise of Populism, its effects on the political systems and its demise.
- the factors that led to urbanization.
- the process of Urbanization identifying the problems associated with urban development and compare to modern society.
- the political, economic, and social trends of the Gilded Age related to the conduct of national politics.
- the factors that led to the new wave of immigration and assess its impact on the political, social and economic life of America.
- the social movements that influenced education, the sciences, literature, art, and mass culture during the 19th century.
- the symbols, geographical features,, and political divisions of New Jersey.
- the development and growth of the state of New Jersey and its role in the history of the United States.
- the strengths and weaknesses of the state of New Jersey as a part of the United States.
- the political, economic, and social reforms of the Movement.
- the impact of the Progressive Movement on minorities in America, such as women, African Americans, and immigrants.
- the Progressive programs of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
- the effects of Progressivism on the American culture including art, literature, philosophy, technology, and

leisure.

the motives for American foreign expansion (ex. International Darwinism, missionary zeal, political, economic, and military).

- the arguments for and against imperialism.
- the areas and methods of U.S. expansion (ex. purchase of Alaska, Open Door Policy, acquisition of Hawaii, and Panama Canal.
- the causes for, developments, and results of the Spanish-American War.
- the imperialistic attitudes and actions of Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson.
- the background and immediate causes for World War I.
- the process by which the United States entered the war and assess the role played by US troops in World War I.
- life on the American home front during the war.
- the postwar debate over the Versailles Treaty and the League of Nations.

Students will be skilled at...

Students will be skilled at . . .

- Identify and explain the interrelationship between the factors that created industrial growth in America.
- Identify the specific industries whose expansion contributed to industrial growth and assess the impact they had on the American economic system.
- Compare, contrast, and assess the industrial and economic theories that drove industrial expansion. (e.g. Social Darwinism, Gospel of Wealth, Laissez Faire, monopolies, trusts, corporations)
- Analyze the impact of industrialization on the American economy, government, and social structure and compare it present day.
- Analyze the growth and development of the labor union movement and its effect on the American worker and workplace.
- Identify and evaluate the role and contributions of various individuals in the time period. (e.g. Thomas Edison, Alexander Graham Bell, George Westinghouse, Andrew Carnegie, John Roebling, John D. Rockefeller, J.P. Morgan)
- Identify and analyze the political trends in the New South as they pertain to the status of African-Americans in this time period.

- Analyze the social, political, and economic development related to the settlement of the Western frontier and the subjugation of Native Americans, and relate that subjugation to the subject of genocide.
 - Evaluate the reasons for the rise of Populism, its effects on the political systems and its demise.
 - Identify the factors that led to urbanization.
 - Analyze the process of Urbanization identifying the problems associated with urban development and compare to modern society.
 - Investigate and assess the political, economic, and social trends of the Gilded Age related to the conduct of national politics.
- the motives for American foreign expansion (ex. International Darwinism, missionary zeal, political, economic, and military).
- the arguments for and against imperialism.
 - the areas and methods of U.S. expansion (ex. purchase of Alaska, Open Door Policy, acquisition of Hawaii, and Panama Canal).
 - the causes for, developments, and results of the Spanish-American War.
 - the imperialistic attitudes and actions of Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson.
 - the background and immediate causes for World War I.
 - the process by which the United States entered the war and assess the role played by US troops in World War I.
 - life on the American home front during the war.
 - the postwar debate over the Versailles Treaty and the League of Nations.
 - Identify and evaluate the factors that led to the new wave of immigration and assess its impact on the political, social and economic life of America.
 - Assess the social movements that influenced education, the sciences, literature, art, and mass culture during the 19th century.
 - Identify the symbols, geographical features,, and political divisions of New Jersey.
 - Assess the development and growth of the state of New Jersey and its role in the history of the United States.
 - Analyze the strengths and weaknesses of the state of New Jersey as a part of the United States.
 - Identify and explain the origins of the Progressive Movement.
 - Identify and evaluate the political, economic, and social reforms of the Movement.
 - Describe and analyze the impact of the Progressive Movement on minorities in America, such as women, African Americans, and immigrants.
 - Compare and contrast the Progressive programs of Presidents Theodore Roosevelt, William Howard Taft,

and Woodrow Wilson.

- Examine the effects of Progressivism on the American culture including art, literature, philosophy, technology, and leisure.

Academic Vocabulary

Chapter 7, Section 1 Academic Vocabulary - turnpike, Erie Canal, Industrial Revolution, interchangeable parts

Chapter 13 Academic Vocabulary - entrepreneur, protective tariff, laissez faire, patent, mass production, corporation, monopoly, cartel, trust, Social Darwinism, sweatshop, company town, collective bargaining, socialism

Chapter 14 Academic Vocabulary - Americanization, melting pot, nativism, urbanization, tenement, Gilded Age, conspicuous consumerism, mass culture

Chapter 17 Academic Vocabulary - muckraker, Social Gospel, referendum, Nineteenth Amendment, NAACP, Square Deal, Sixteenth Amendment

Chapter 18 Academic Vocabulary - imperialism, Social Darwinism, Rough Riders, jingoism, insurrection, sphere of influence, open door policy

Chapter 19 Academic Vocabulary - militarism, contraband, Zimmerman note, Selective Service Act, Espionage Act, conscientious objectors, convoy, self-determination, reparations, influenza, creditor nation, Red Scare

Learning Goal 1

Students will develop ability to trace the development of industrialization in the United States.

- Students will develop ability to trace the development of industrialization in the United States.

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| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| LA.W.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| 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. |

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| SOC.6.1.12.C.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| SOC.6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| 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.3.a | Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. |
| 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.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. |

Target 1

Define and describe various periods of industrialization in the United States.

- Define and describe various periods of industrialization in the United States.

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| 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.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| SOC.6.1.12.C.5.b | Compare and contrast economic development of the North, South, and West in the post-Civil War period. |

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| 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.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.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. |

Target 2

Evaluate ways in which industrialization created modern America. (i.e. impact of technology and natural resources, economic cycles)

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| <ul style="list-style-type: none"> Evaluate ways in which industrialization created modern America. (i.e. impact of technology and natural resources, economic cycles) | |
| 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.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| SOC.6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| 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.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.d | Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. |

Learning Goal 2

Compare and Contrast the foreign policies of presidents and how those policies fostered the growth of American Imperialism.

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| <ul style="list-style-type: none"> Compare and Contrast the foreign policies of presidents and how those policies fostered the growth of American Imperialism. | |
| 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.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. |

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| 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.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. |

Target 1

Identify Key People, Places and Terms associated with American Imperialism

- Identify Key People, Places and Terms associated with American Imperialism

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| 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.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. |

Learning Goal 3

Students will develop ability to critique the problems of American society and policies created to address Progressive Era issues.

- Students will develop ability to critique the problems of American society and policies created to address Progressive Era issues.

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| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. |
| LA.RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| LA.W.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| 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 |

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| | 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.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.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.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.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.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. |

Target 1

Describe the effects of Progressive Era changes on minority groups.

- Describe the effects of Progressive Era changes on minority groups.

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| 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.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.

Target 2

Classify categories of Progressive reforms and the catalyst that brought about a need for change.

- Classify categories of Progressive reforms and the catalyst that brought about a need for change.

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| 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.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.6.a | Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. |
| 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.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. |

Target 3

Evaluate the impact of the women's rights movement as well as the contributions of key individuals within it.

(LGBT curriculum- <http://queerhistory.pbworks.com/w/page/110770738/websites11th>)

Learning Goal 4

Evaluate the economic, political and social impact of World War I on America

- Evaluate the economic, political and social impact of World War I on America

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| 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.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| LA.RH.11-12.5 | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| LA.RH.11-12.6 | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |
| 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.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| SOC.6.1.12.A.7.a | 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.A.7.b | Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). |
| SOC.6.1.12.A.7.c | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |
| SOC.6.1.12.B.7.a | Explain how global competition by nations for land and resources led to increased militarism. |
| SOC.6.1.12.C.7.a | Determine how technological advancements affected the nature of World War I on land, on water, and in the air. |
| SOC.6.1.12.C.7.b | Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. |
| SOC.6.1.12.D.7.a | Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I. |
| SOC.6.1.12.D.7.b | Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. |
| SOC.6.1.12.D.7.c | Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| 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.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.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |

Target 1

Identify Key Terms, People and Places associated with World War I

- Identify Key Terms, People and Places associated with World War I

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| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| SOC.6.1.12.A.7.a | 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.A.7.b | Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). |
| SOC.6.1.12.A.7.c | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |
| SOC.6.1.12.C.7.a | Determine how technological advancements affected the nature of World War I on land, on water, and in the air. |
| SOC.6.1.12.C.7.b | Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. |

Target 2

Evaluate how technological advances affected conflict and changed warfare during World War I

- Evaluate how technological advances affected conflict and changed warfare during World War I

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| SOC.6.1.12.A.7.b | Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). |
| SOC.6.1.12.B.7.a | Explain how global competition by nations for land and resources led to increased militarism. |
| SOC.6.1.12.C.7.a | Determine how technological advancements affected the nature of World War I on land, on water, and in the air. |
| SOC.6.1.12.CS7 | The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. |

Target 3

Assess the immediate and long term political, economic, and social impacts of World War I and the Treaty of Versailles on America and the international world

- Assess the immediate and long term political, economic, and social impacts of World War I and the Treaty of Versailles on America and the international world

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| SOC.6.1.12.A.7.c | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |
| SOC.6.1.12.B.7.a | Explain how global competition by nations for land and resources led to increased militarism. |
| SOC.6.1.12.C.7.a | Determine how technological advancements affected the nature of World War I on land, on water, and in the air. |

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| SOC.6.1.12.C.7.b | Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. |
| SOC.6.1.12.D.7.a | Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I. |
| SOC.6.1.12.D.7.b | Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. |
| SOC.6.1.12.D.7.c | Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. |

Summative Assessment

Unit 4 Benchmark Assessment is a skills based common assessment of Unit 4 (Chart and Data Analysis). The assessment is administered to all students enrolled in Grade 10 United States History I.

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Progressive Reforms Museum
- WWI Stations Activity
- WWI Webquest
- USS Maine History Mystery
- US Imperialism DBQ
- US Industrialization Graphic Timeline
- Treaty of Versailles Simulation
- My Immigration Story Research Activity
- American Monuments Model Project

Formative Assessment and Performance Opportunities

Teacher observation

Cooperative learning opportunities

Guided Practice

Classroom Centers

Map Activities

Do-Now

Daily Quizzes

Exit Ticket

Student Survey/Polling

Fourth Marking Period Benchmark Assessment

21st Century Life and Careers

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| TECH.8.1.12.A.2 | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. |
| 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.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
| 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 | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| 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 | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| 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.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.2.12.B.5 | Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review. |
| 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. |
| TECH.8.2.12.B.CS3 | The role of society in the development and use of technology. |
| TECH.8.2.12.B.CS4 | The influence of technology on history. |

Accommodations/Modifications

Enrichment Opportunities: US History I: College Prep B, College Prep A, Honors, AP

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

How the Other Half Lives Gallery Walk Activity

(Modified) Students complete a Gallery Walk Activity recording three observations and two questions they have from 5 images from Jacob Riis' *How the Other Half Lives* photographic documentary

Students complete a Gallery Walk Activity recording three observations and two questions they have from 5 images from Jacob Riis' *How the Other Half Lives* photographic documentary. Students then take information learned about immigration/living conditions during the Progressive Era and make a modern day connection to immigration/living conditions today in a reflective response essay.

The Jungle Reading Activity

(Modified) Select excerpts of *The Jungle* are read aloud via audio book and the students follow along to answer questions

Progressive Reforms Museum

(Modified) Research an assigned topic or person and develop a museum display to showcase the Progressive Era using three sources (textbook is one), a visual element, a one paragraph description of the topic including a connection to the visual element and connection to the Progressive Era

Research an assigned topic or person and develop a museum display to showcase the Progressive Era using four sources (textbook is one), a visual element, a two paragraph description of the topic including a connection to the visual element, a connection to the Progressive Era and a connection to a modern day issue

relating to the Progressive Era.

Weapons of WWI Webquest

(Modified) Teacher Paired Groups with less links/cites and modified readings

Students research the important technological advances of WW1 and answer cooperating questions. Students then rank the weapons using a sliding scale on most important to least important with a class discussion that follows

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social Studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

Unit Resources

May include, but not be limited to:

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>

2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. AP Central: United States History - http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/232396.html
9. Flocabulary: Industrial Revolution, Booker T. Washington vs. W.E.B. DuBois, The Chinese Exclusion Act

Social Studies Databases:

1. ABC-Clio for Social Studies
2. Flocabulary

Student Response Systems:

1. Google Forms
2. Padlet

Primary Source Documents:

1. The DBQ Project Binders

Teacher Resource Kit:

1. Text Resources (Prentice Hall United States History, Boorstin & Kelley History of the United States)

Interdisciplinary Connections

Please see attached interdisciplinary standards from literacy, math and technology linked throughout

curriculum above.

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| MA.S-IC | Making Inferences and Justifying Conclusions |
| LA.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| MA.S-IC.B | Make inferences and justify conclusions from sample surveys, experiments, and observational studies |
| LA.RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| LA.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. |
| LA.RI.9-10.7 | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| LA.RI.9-10.8 | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| LA.RI.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |
| LA.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.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 claim(s), counterclaims, reasons, and evidence. |
| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| LA.W.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.W.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.W.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.9-10.2.A | Introduce a topic; organize complex 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. |
| MA.S-MD | Using Probability to Make Decisions |
| LA.W.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.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LA.W.9-10.2.E

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.W.9-10.2.F

Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

LA.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LA.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.9-10.6

Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.9-10.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.