

Unit 2: The Industrial Revolution ("The Nation Grows and Prospers") Grade 8

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **8 weeks**
Length: **October-November**
Status: **Published**

Unit Overview

Students will become familiar with how the United States grows and prospers through the Industrial Revolution, westward expansion, unity and division, and new nations in the Americas.

Transfer

Students will be able to independently use their knowledge of "The Nation Grows and Prospers" to better understand how technological advancement as we know it today really started moving forward rapidly during the Industrial Revolution. Students will also have a richer understanding of how our physical borders today were refined through westward expansion.

Meaning

Understandings

Students will understand that...

- 1.) the Industrial Revolution began in Great Britain but spread to the United States.
- 2.) improvements in roads, the development of steam engines, and digging canals helped to move people, and

goods westward.

3.) sectional tensions grew between the North, the South, and the West during the early 1800s.

4.) by 1825, most nations in Latin America had won independence. The United States issued the Monroe Doctrine to discourage Europe from intervening in the affairs of Latin America.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

Essential Questions

Students will keep considering...

- 1.) Was the Industrial Revolution a positive or negative influence in the United States?
- 2.) Do you agree with the objectives of the Monroe Doctrine?

Application of Knowledge and Skill

Students will know...

Students will know...

- 1.) how to identify the Industrial Revolution and explain its effects on the United States.
- 2.) how to explain why Lowell, Massachusetts, was called a model factory town
- 3.) how to describe life in early factories
- 4.) how to summarize the impact the Industrial Revolution had on American cities.
- 5.) how to describe settlers traveled west.

- 6.) how to list the steps Americans took to improve their roads
- 7.) how to explain how steamboats and canals improved transportation for Americans
- 8.) how to discuss sectionalism's impact in the Era of Good Feelings
- 9.) how to explain how Congress helped industry after the war ended
- 10.) Describe Henry Clay's American System
- 11.) Explain how the Supreme Court gave more power to the federal government
- 12.) how to explain how Latin American nations won independence and became republics
- 13.) how to describe how the United States gained Florida
- 14.) how to explain the purpose of the Monroe Doctrine.

Students will be skilled at...

Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

Academic Vocabulary

spinning jenny, capital, capitalist, urbanization, flatboat, turnpike, coduroy road, sectionalism, creole, intervention

Learning Goal 1

Students will be able to learn about and comprehend how the United States grew and prospered through the Industrial Revolution and Westwards Expansion.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.CS4	Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be

active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS.A	Civics, Government, and Human Rights
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

Target 1

Students will be able to understand how Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

SOC.6.1.8.CS4	Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
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Target 2

Students will be able to analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
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Target 3

Students will be able to explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
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Target 4

Students will be able to understand how Latin American countries began to win independence and set up republics. The United States attempted to keep European countries out of this sphere of influence with the Monroe Doctrine.

SOC.6.1.8.A.4.a

Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

Advanced Learning Goal

Students will evaluate the positive and negative effects that the Industrial Revolution had on the United States.

Advanced Target 1

Students will be able to explain how westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

SOC.6.1.8.CS4

Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Advanced Target 2

Students will be able to analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

SOC.6.1.8.C.4.c

Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Advanced Target 3

Students will be able to explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

SOC.6.1.8.C.4.b

Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

Advanced Target 4

Students will be able to understand how Latin American countries began to win independence and set up republics. The United States attempted to keep European countries out of this sphere of influence with the Monroe Doctrine.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Reading Like A Historian:

Docs Teach: "Treaties and Treaty

Making" <http://docsteach.org/activities/20659/detail?mode=browse&menu=closed&era%5B%5D=expansion-and-reform&sortBy=title>

problem-based learning, projects or presentations, common paper/pencil assessments, primary source writing with essential questions

Primary Sources:

- Lowell Girls
- Factory conditions primary sources
- Diary and journal entries
- Erie Canal song

Common summative assessments will be devised by the 8th grade social studies teachers during common planning time.

21st Century Life & Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
PFL.9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
PFL.9.1.8.F.3	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Formative Assessment and Performance Opportunities

Lecture

Group work

Think-Pair-Share

Technology implementation

"Do-Nows"

Directed Reading

Graphic Organizers

Primary and secondary sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

essential question writing

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

primary source examination

essential question writing

Accommodations/Modifications

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"

Analysis using T-Chart (R/Adv)

Comparing/Contrasting garment industry of the 1800's to today (Adv.)

Google slide creating

Hands-on simulation of factory conditions

Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

NJ Amistad Commission Differentiation- The Evolution of a New Nation State- Chronology, Domestic Slave Trade, Middle School Level Assessment, Guided Readings

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

Online Resources:

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

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

- guided notes
- modified assessments
- modified assignments
- student-generated research projects
- task-based assessments
- test corrections

Advanced Class Modifications

Unit Resources

guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>

Resources- Unit 7: The Evolution of a New Nation

State <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

Digital Resources

1.) Digital Public Library of America - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on the Industrial Revolution/"The Nation Grows and Prospers" including:

- a.) https://dp.la/item/9568af9bb582567af213cca86591e54c?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dindustrial%2Brevolution - The Industrial Revolution (reference text)
- b.) https://dp.la/item/602f688e800b2141ca585558f543aeae?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dwestward%2Bexpansion - Westward Expansion (reference text)
- c.) https://dp.la/item/3b79aa3a4b783d323d087093e8de5f2f?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dwestward%2Bexpansion - Westward Expansion and Indian Removal (text)

2.) Digital History website - <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=11> - link to various lessons and sources on the Industrial Revolution/"The Nation Grows and Prospers" including

- a.) http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3804 - An Industrializing Nation (lessons)

3.) CK-12 Social Studies (Basic and Advanced Online Texts) - <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.0/> link to various lessons and sources on the Industrial Revolution/"The Nation Grows and Prospers" including:

- a.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.9/> - The Louisiana Purchase (basic)
- b.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Basic/section/3.10/> - Lewis and Clark (advanced)
- c.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.9/> - The Louisiana Purchase (advanced)
- d.) <http://www.ck12.org/book/U.S.-History-Sourcebook-Advanced/section/3.10/> - Lewis and Clark (advanced)

4.) ABC-clio.com - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including

on the Industrial Revolution/"The Nation Grows and Prospers" including:

- a.) <http://americanhistory.abc-clio.com/Topics/Display/1183884> - Industrializing America (lesson overview)
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1183889> - Mid-19th Century Immigration (lesson overview)
- c.) <http://americanhistory.abc-clio.com/Search/Display/263229?terms=industrial+revolution> - The Industrial Revolution (reference articles)
- d.) <http://americanhistory.abc-clio.com/Search/Display/1349645?terms=industrial+revolution> - Labor in the Industrial Revolution (reference article)
- e.) <http://americanhistory.abc-clio.com/Search/Display/263288?terms=westward+expansion> - Westward Expansion (reference article)

5.) Reading Like A Historian - <http://sheg.stanford.edu/expansion-slavery> - link to various lessons and sources on the Industrial Revolution/"The Nation Grows and Prospers" including:

- a.) <http://sheg.stanford.edu/second-middle-passage> - The Second Middle Passage and the expansion of slavery as a primary source (with essential questions)

6.) Docsteach - <https://www.docsteach.org/> - link to various lessons and sources on the Industrial Revolution/"The Nation Grows and Prospers" including:

- a.) <https://www.docsteach.org/activities/teacher/finding-american-symbols> - Finding American Symbols
- b.) <https://www.docsteach.org/activities/teacher/reasons-for-westward-expansion> - The Reasons for Westward Expansion
- c.) <https://www.docsteach.org/activities/teacher/the-impact-of-westward-expansion-on-native-american-communities> - The Impact of Westward Expansion on Native American Communities

7.) NJ Amistad Commission Curriculum (free resource which requires login) - <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

Interdisciplinary Connections

LA.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

LA.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- LA.W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- LA.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- LA.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.