

US II- Unit 2

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **4 Weeks**
Status: **Published**

Targeted Standards

SOC.6.1.12.EconEM.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.EconNE.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
SOC.6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Rationale & Transfer Goals

Students will study the 1900's as the US takes a large social change. Students will discuss nativism and the impact of big business, for the first time on the American Economy. This will lead to a culminating expose into the new "Melting Pot" direction for the US as Industry booms due to new markets and technological development. New immigrants in America face culture shock and prejudice along with new opportunities for a better life.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Culture shock, the negative effects of nativism, and the struggle to earn a living were just a few of the difficulties facing new immigrants.
- The time period between 1870 & 1890 became known as "the Gilded Age" because the external glitter of wealth hid the corrupt political core.
- Expansion Westward resulted in great injustices against Native Americans

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the

enduring understandings.

-How did nativism add to the difficulties facing immigrants in the late 1800s, and how does it compare with the treatment of immigrants today?

Content/Objectives

Content - What students will know

Alexander Graham Bell

Transcontinental Railroad

Credit Mobilier

Joseph Pulitzer

Interstate Commerce Act

Melting pot

Graft

Patronage

Political machine

Urbanization

Boss Tweed

Chinese Exclusion Act

Kickbacks

Monopolies

Carnegie

Rockefeller

Skills - What students will be able to do

Connect the rise in new technology, industrialism, and the influx of new workers to the growth of cities

identify the need for adequate housing, sanitation, clean water, crime fighting, and transportation to keep cities safe

The long legal process and resistance from the railroads made attempts to regulate railroads difficult.

Labor unions were formed as workers fought for better working conditions and pay

Instructional Activities

Evidence (Assessments) - How we know students have learned

Summative :Chapter Assessment

Students will be tested on Unit materials to end of the Gilded Age objective/short answer/essay format

“Gangs of New York” Essay Summative: Written Report

Students will examine the impact of immigration and the racial tensions that came along with the influx of new cultures across the US

[Assessments](#)

Activities/Strategies - How we teach content and skills

Group Activities: newspaper headlines; web diagrams; political cartoons

(Gilded Age) /corruption in cities/political machines)

Interpret graph on Immigration

Venn Diagrams: compare & contrast Rockefeller & Carnegie

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Graphs of standard of living during the Gilded age

Maps of Political Corruption Areas in the US

Primary documents/Political Cartoons (Thomas Nast)

Draw Evidence from informational text from Module 12 all sections

Interpretation of key words and phrases as used in text from previous module to module 15

Spiral Focus from Previous Unit

Interpret and understand primary document material from module 15 Shame of the Cities in relation to previous units to use in developing writing skills for research paper

Understand and evaluate maps and graphs of Urbanization vs previous to migration to cities

Instructional Activity

Graph Interpretation Immigrant Migration from Europe and Asia

Review of Primary Source Shame of the Cities

Interpret Thomas Nast Tweed Ring cartoons”

Review of Maps of early Urbanization in cities

What impact did the early gangs have on today’s culture “Gangs vs Gangs”

Social Darwinism, does it exist today

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Key Resources

HMH Online Textbook Modules 20 & 21

[Digital Inquiry Group: Chinese Immigration and Exclusion](#)

[Digital Inquiry Group: Political Bosses](#)

[Gilded Age- Political Cartoon Analysis](#)

[Monopolies](#)

[The Gilded Age and Progressive Era Through the Lens of the 1893 World's Fair](#)

[Triangle Shirtwaist](#)

[PBS Learning Media](#)

[ABC CLIO: The Rise of American Industry, 1850-1900 \(Through Media Center Database\)](#)

[ABC CLIO: Urban Life, 1860-1900 \(Through Media Center Database\)](#)

Interdisciplinary Connections - How does this content impact the following groups

LGBTQ

Impact from the Gilded Age on modern day Homophobia in American culture

Hispanic

Mexican Immigration through El Paso/ Impact of Mexican Immigration during the Gilded Age in comparison to the Mexican border issues of today

African American

NAACP/WEB DuBois/Booker T Washington/ Impact of NAACP on African American rights and its role in today's ever changing culture

Women

Jane Addams impact of mental health awareness during this time period in conjunction with the importance of mental health in today's culture