

E. Expansionism and Industrial Revolution

Content Area: **Social Studies**
Course(s):
Time Period: **Undefined**
Length: **February-March**
Status: **Published**

Unit Overview

Essential Questions

What was the Industrial Revolution?

What was a monopoly?

What new states joined the Union?

What is an assembly line and how did it changed the nation?

What important developments occurred in cities during this time?

What are labor unions?

What are race relations and the struggle for equal rights?

What is immigration and why is it important to the development of our country?

How did Expansionism effect the federal Indian policy?

What were the causes and effects of the Spanish-American War?

Content

The Industrial Revolution

Big business and a monopoly

New states, Alaska and Hawaii joined the Union

The assembly line and how it changed the nation

Important developments in cities

Labor unions

Child labor and child labor laws

Race relations and the struggle for equal rights

Immigration and why is it important to the development of our country

Expansionism and its effect the federal Indian policy

Causes and effects of the Spanish-American War

Skills

Evaluate the Industrial Revolution

Analyze big business and a monopoly

Understand how and why new states, Alaska and Hawaii joined the Union

Visualize an assembly line and how it changed the nation

Analyze developments in cities

Evaluate child labor and its effects

Understand causes and effects of labor unions

Evaluate race relations and the struggle for equal rights

Understand immigration and why is it important to the development of our country

Analyze Expansionism and its effect the federal Indian policy

Understand the causes and effects of the Spanish-American War

Assessments

map skills

worksheets

quizzes

tests

Lessons/Learning Scenarios

BrianPop "Immigration" and organizer

Kids Discover and note taking-model 2-3; independent 4-7

Nystrom Atlas p 63, activity maps, markers and packet for lessons 35a-35d to locate immigrants home countries and identify new location

The California Gold Rush reading practice, T/F

Mining the West lesson 38a-d, primary source documents and completing a chart

Indian Lands lesson 37, map skill and persuasive response

View video [Arriving in America: The Making of a Multicultural Nation 1880-1920](#) to identify information and compare details

Close reading of Jane Addams Hull House; rehearse parts of play, read as class

Take notes while viewing video clip "Constructing the Transcontinental RR" (9:56) *Safari Montage*; Then complete close reading of informational text, "Building the RR" independent reading of "The Transcontinental Railroad" page with matching activity

Take notes while viewing video clip "Cowboys and Barbed Wire" (9:34) *Safari Montage*; then read and discuss pp 64-65 of *Nystrom* Atlas to identify cause and effect relationship between the coming of the cattle industry and the expanding nation; then complete close reading of informational text, "Moving People and Cattle" and complete accompanying questions

Use notes from Monday and activity sheet, "Railroad Ties the Nation Together", to create dialog using perspective of a worker who helped to build the Transcontinental Railroad; students will use *Nystrom* atlas p 65 map *d* and text 478 to complete Map It

close reading of the "Last Spike Ceremony"

Centers include:

- Video Clip Transcontinental RR, note taking on graphic organizer then summarize using cause and effect transition words;
- Comparing fiction (guided reading book) with informational text Chinese Immigrants and the Transcontinental RR, respond to questions;
- Using a primary source document, The Homestead Act, then wb p 101
- Statistics of Transcontinental RR math problems
- Comparing, contrasting and gaining deeper meaning from 2 photographs; Read and explain a poem
- Map skill lesson 39-Industrial Centers
- John D Rockefeller primary source documents
- Industrial Revolution Webquest
- Interpretation of photos of Child Labor

related practice-Goal: Ending Child Labor, The Transcontinental RR matching review quiz

Standards

SOC.5-8.

Expansion and Reform (1801-1861)

SOC.5-8.6.1.8

All students will acquire the knowledge and skills to think analytically about how past and

present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.5-8.6.1.8.4

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

SOC.5-8.6.1.8.D

History, Culture, and Perspectives

SOC.5-8.6.1.8.D.4.a

Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Resources

Mapping US History

Our Nation

Safari Montage

Brain Pop

Kids Discover

Scholastic News

Atlas and Activity Map

Assorted worksheets and supplemental materials