Unit 2 - The Age of Industry

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **approx 12 weeks**
Status: **Published**

NCS 8th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Chapter 17: The West Transformed (1860-1896)

Chapter 18: Industry, Urban Growth, Child Labor (1865-1915)

Chapter 19: Political Reform & the Progressive Era (1870-1920)

Native American wars, Dawes Act, Reservation System, Gilded Age Politics, the Robber Barons (methods, accomplishments, and philosophies), the rise of labor unions (leaders, methods, successes, and failures), the Pendleton Act, the GAR, William Jennings Bryan, Populist Party, the Grange, gold standard vs. silver standard. Local and state progressive reforms (types of municipal governments, mayors, state governors and representatives), national progressivism plans and programs (Roosevelt, Taft, Wilson), The Square Deal, New Freedom, muckrakers, women's issues, consumer protection, political corruption, environmental protection, business and labor issues.

Theme: Struggle for equality, Native American relations, role of government in economic growth and regulation, and the impact of industrialization socially, economically, and politically.

This American history unit provides a means for students to analyze whether the issue of child labor has significantly changed over time and why child labor has remained a permanent fixture in both developed and developing countries. Students enter into the controversial debate of whether or not child labor is an economic necessity by evaluating competing source documents, investigating international perspectives, and contacting international students as well as experts in the field. The unit culminates with students producing short You Tube videos; then submitting requests to link their videos to youth-oriented advocacy Websites, with the goal of raising awareness and encouraging advocacy among their peers.

Child Labor Unit:

The issue of child labor is very complicated because it stems from a number of larger problems, including poverty, lack of education, and abuse of human rights. Developing historical awareness, an understanding of why this issue persists in today's world, and a means by which young people can effectively advocate for change are essential components of global awareness and civic literacy in the 21st century. By analyzing historical trends and comparing multiple perspectives, each student can gain insight into this relevant world issue, form an opinion on the topic, and enter into the debate by taking a stand and attempting to affect change.

Enduring Understanding

Beliefs influence actions

Conflict leads to changes, both positive and negative

Different factors in America led to its expansion, such as a growth in immigration, desire to move, rumors and opportunities

The belief in Manifest Destiny supported people's choices of the Native American problem in the west

Children in the labor force have historically been, and still are, exploited through lower wages and unsatisfactory working conditions

The view of child labor as an acceptable means to escape poverty depends on one's perspective

Students can be effective advocates for change, even when issues are extremely complex and global in nature

Essential Questions

Can the "white man's conquest" of Native Americans be justified? Have Native Americans been treated fairly by the United States government?

There was a second wave of American expansionism, a "new" Manifest Destiny, after the frontier was "closed" according to Frederick Jackson Turner. To what extent did this justify or support Turner's "frontier thesis?"

Of the many reform movements occurring during the Progressive Era, which reform movement had the most positive, lasting impact on society to this day? What evidence exists in today's society to support your opinion?

How did the Progressive Era change life for Americans?

To what extent can the government regulate human behavior?

Does racial equality depend upon government action?

Should African Americans have more strongly resisted the government's decision to abandon the drive for equality? (Booker T. Washington's "accommodation" vs. W.E.B. Dubois' "agitation" approaches)

Can reform movements improve American society and politics? (Progressivism)

Does government have a responsibility to help the needy?

Has child labor significantly changed over time?

Is child labor an economic necessity?

How can you make your voice heard and initiate others to act?

Skills

Assess the human and material costs of the Civil War in the North and South 6.1.8.C.5.a

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy and war 6.1.8.A.4.b

Assess the extent to which voting rights were expanded during the Jacksonian period 6.1.8.A.4.c

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

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

Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted 6.1.8.D.4.a

Explain the issues that transformed the western frontier and the treatment of the indigineous people 6.1.8.A.4.b

Describe the events leading to and resulting from American industrialization 6.1.8.C.4.b

Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice

Related industrial growth to the need for social and governmental reforms

Explain the significance of the influx of immigrants and their impact on urbanization in America

Analyze the relationship between the Populism of the 1890s and the Progressivism of the first two decades of the 20th century

To recognize bias in primary sources

Evaulate time period photographs

Realize the richly varied experiences encountered by African Americans in the 19th century

Compare and contrast the life histories of ex-slaves interviewed during the 1930s

Interrogate primary sources in effort to construct understanding and generalizations about events from the past

Child Labor Unit:

Assess the effectiveness of the role of government in addressing economic issues as they relate to individuals, business, and/or other countries from various perspectives

Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the

United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States

Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances and social inequalities

Compare and contrast current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal

Generate digital media campaigns in support of or opposing a current political, social or economic issue

Compare the causes, case studies, and reforms of child labor practices during the American Industrial Revolution and in America today

Analyze the reasons behind different perspectives of child labor as either an economic necessity or a violation of the rights of child workers

Evaluate information sources for validity and credibility and to detect propaganda, censorship, and bias

Analyze the policies of the United Nations and prioritize possible actions the world community should take to protect the rights of the child worker

Make reasoned judgments about the most appropriate solution to the child labor issue based on a cost/benefit analysis

Take and advocate for a position on the issue of child labor by designing and broadcasting videos that argue for what they believe is the most effective solution to the problem

<u>Learning Targets include but not limited to:</u>

The Civil War and Reconstruction had a lasting impact on the development of the United States

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

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

Scientific and technological changes have dramatically affected the economy, the nature of work, education and social interactions

The causes of Progressivism and compare it to Populism

How parties and groups addressed common problems through different solutions

Cause/effect of reform movements

African Americans underwent a wide range of experiences throughout the 19th century

Our own understanding of what life was like for African Americans during the 19th century will depend upon the sources we select and the personal bias that we employ as we attempt to reconstruct the past

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration and unfair treatment of women, children and minority groups

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders

Active citizens in the 21st century: Determine the credibility and value information, while also considering context, point of view and multiple perspectives; Analyze sources of prejudice and discrimination and propose solutions to eliminate them; Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world; Critically analyze information, make ethical judgments, and responsibly address controversial issues; Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues

Performance Tasks include but not limited to:

Genius Hour Project on Westward Expansion

Issue of Child Labor and youth-oriented advocacy video

Immigrant World Fair

Progressivism and Populism: Issues of the TIme

The Progressive Era Web Quest

Comparing and Contrasting the Individual Experiences of African American in the 19th Century

DBQs: Should further immigration to the United States be restricted?

How did the Progressives attack child labor?

Standards

Includes but not limited to:

SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
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.C.5.a	Assess the human and material costs of the Civil War in the North and South.
SOC.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.

Assessments

Performance Tasks

Quizzes & Tests

DBQs

Projects & Presentations

Student Participation/Class Discussions

Homework

Resources/Instructional Materials

Pearson History of Our Nation textbook

Smartboard

Primary Source documents

National Archives

Civil War Blog

Daily Current Events

CNN 10 Student News

Upfront Magazine

Internet Sites & Videoes

Online Outline of Civil War

NJ Commission of Holocaust

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills/Career Education

Focus on the development of 21st Century Content Skills:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.