UNIT SUMMARY

The rapid settlement and industrialization of the West changed the lives of many people. The nation was undergoing a process of transformation, a process that would gain more momentum in the twentieth century.

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.

UNIT RESOURCES

Printed Materials:

Textbook
Interactive Reading and Notetaking Guide
Reading Readiness Guide
US Constitution and Amendments
Chinese Exclusion Act (1882)
Pendleton Act (1883)
Plessy v. Ferguson (1896)
Sherman Antitrust Act (1890)
Mark Twain, Huckleberry Finn
Upton Sinclair, The Jungle
Emma Lazarus, The New Colossus
**Resources:**

NBC Learn

United Streaming

**Songs:**  John F. Poole, *No Irish Need Apply*

James Blake, *Sidewalks of New York*

Charles Hoyt, *The Bowery*

James Weldon Johnson, *Lift Every Voice and Sing*


**PowerPoint:**  [www.americanhistory.mrdonn.org/powerpoints.html](http://www.americanhistory.mrdonn.org/powerpoints.html)

**Internet Resource Links:**

[http://havefunwithhistory.com](http://havefunwithhistory.com)

[http://historyplace.com](http://historyplace.com)

[http://authentichistory.com](http://authentichistory.com)


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**STAGE ONE**

**GOALS AND STANDARDS**

Standard State: NJ

6.1.12.A.5.a. Relate industrial growth to the need for social and governmental reforms.
6.1.12.A.5.b. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.A.5.c. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
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.
6.1.12.C.5.a. Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative
impact of these practices on the nation and on individuals.

6.1.12.C.5.b. Compare and contrast economic development of the North, South, and West in the post-Civil War period.

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.

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.

6.1.12.D.5.b. Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

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.


ENDURING UNDERSTANDINGS

- After the Civil War, changes transformed the United States.
- Business grew to great size, so regulatory agencies were set up to protect the public.
- Rapid growth in the 1800’s brought overcrowding and other problems.
- Large-scale immigration added to city problems in the Gilded Age.

ESSENTIAL QUESTIONS

- How did the industrialization of the United States change the economy, society, and politics of the Nation?
- How did the growth of big business affect the development of the west?
- How did industrialization increase the speed of change?
- How did society and politics change during the Progressive Era?

KNOWLEDGE AND SKILLS

Students will know:

- People seeking jobs and a chance to get rich flooded the west.
- The nature of the relationship between settlers and Native Americans.
- The conditions that spurred the expansion of industry, the rise of labor Unions, and the rapid growth of cities within the United States.
- How government corruption and abuses by big business led to the rise of the Progressive movement.
- The role of women and minority groups in society.
Students will be able to:

- Explain how the discovery of gold and silver led to the expansion of railroads and increased western development.
- Summarize the struggles of Native American people to uphold their traditional way of life.
- Summarize westward expansion and its relationship to the growth of the Cattle industry and farming.
- Explain how economic issues led farmers to seek reform.
- Describe contributing factors that led to the industrial growth after the Civil War.
- Explain how industrial working conditions changed and the workers organized to improve those conditions.
- Explain why cities grew in the late 1800’s.
- Describe the problems city dwellers faced and the efforts to improve city life.
- Explain reasons why immigration to the United States increased in the late 1800’s and the difficult time immigrants had adjusting to their new lives.
- Describe the political reforms the Progressives supported.
- Summarize the economic and social reforms promoted by T. Roosevelt, Taft and Wilson.
- Identify new opportunities that women gained during the Progressive Era.
- Explain the growth of the temperance movement.
- Describe the challenges faced by African Americans, Mexican Americans, Asian Americans, Jews and Catholics.

STAGE TWO

PERFORMANCE TASKS

Map Creation
Oral Presentations
Multimedia Presentations
Timelines
Biography Posters/Wanted Posters
PowerPoint Presentations
Create Children's Books
Topic driven Collages
Student Debates
Web Quests
Create Newspaper Articles
Student created vocabulary foldables

Essays (Persuasive, Expository/Explanatory, Speculative)

DBQ - *Industrialization of the United States* (see attached)

DBQ: *Progress and Poverty in Industrial America*

See the DBQ at the link below.

http://www.peterpappas.com/journals/industry/industry3.pdf

**RUBRICS**

See attached

**OTHER EVIDENCE**

Teacher made formative assessments

Teacher made summative assessments

Self assessments

Peer review

Chapter Tests

Section Quizzes

Vocabulary Quizzes

**STAGE THREE**

**LEARNING ACTIVITIES**

Daily format:

Begin with a warm up question and overview of the daily lesson’s objectives.

Define relevant vocabulary for the lesson.

Deliver content specific material related to the unit in the form of notes, power points, video clips, guided reading, or interactive websites.

Students work independently or in groups on the day’s activity.

Exit Card
**Suggested Activities**

Create a timeline of railroads.

Create a poster describing Populist Party goals.

Field Trip to Ellis Island and the Statue of Liberty.

Create a graph showing immigration trends.

Present an oral report on an inventor or industrial leader.

Write an editorial about Progressive reforms.

Prepare a brochure about a national park.

Organize a debate about obtaining civil rights.

Demonstrate the process of an assembly line.

Design a pamphlet replicating ones distributed at Ellis Island to new arrivals in America.

Research a business or industrial leader and prepare a resume or "Fakebook" page.

Create a chart to show the various unions that formed in the time period. Include how organized, goals, attempts to reach goals, and success.

Write a letter to the editor supporting or protesting attempts to organize a union.

Create journal entries in the voices of immigrants as they partake in the great European migration.