| USHC Unit 5 Rise of Industrial America | |
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| **Unit Overview** | |
| This unit covers the sequence of events involving the rise of industrialization, including the relationship between the expanding corporations and the American government, the opening of the Western Frontier and the treatment of marginalized groups. Much of this unit places emphasis on the rise of monopolies and the effect it has on the American people and landscape. During this standard there is a specific importance placed on continuity and change as the emphasized skill for the “I can” statements. | |
| **Overarching Inquiry Question** | |
| What is “wealth” and how can it grow?  All units are created to support the **Overarching Inquiry Question**. Inquiry-Based Learning supports the **Profile of the South Carolina Graduate** where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information. | |
| **Theme** | |
| Capitalism and Technological Innovation | |
| **Skills Emphasis at a Glance** | |
| **Continuity and Change Over Time:** Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes. To demonstrate their ability to understand **continuities and changes**, students should:   * define continuity and change. * identify patterns of continuity and change. * chronologically and thematically, compare the relative importance of continuities and changes among and transcending periods   **Periodization:** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization. To demonstrate their ability to understand continuities and changes, students should:   * define continuity and change. * identify patterns of continuity and change chronologically and thematically. * compare the relative importance of continuities and changes among and transcending periods. | |
| **Standard(s)** | |
| USHC 3.P: Examine the relationship between the expanding corporate economy and American government during the period 1862–1924.  USHC 3.CX: Contextualize demographic changes resulting from economic development and growth during the Gilded Age.  USHC 3.CC: Analyze significant developments in the settlement of the frontier between 1862–1924. | |
| **I Can Statement(s)** | |
| 1. I can describe the conditions favorable to industrialization and how businesses grew as a result of those conditions (3.P) 2. I can explain the push and pull factors causing mass immigration/migration during this time period and the changes created within America as a result. (3.CX) 3. I can assess the continuities and change in the society of the West as diverse groups settled there between 1862-1924. (3.CC) 4. I can trace the evolution of government policy towards Native Americans from the start of the Reservation System and the support for assimilation. (3.CC) | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I Can Statement #1: I can describe the conditions favorable to industrialization and how businesses grew as a result of those conditions (3.P)** | |
| In an opening discussion, have students create a list of what things they think businesses need in order to be successful and what their favorite invention is. The teacher should ask what they need to make their favorite invention and where it is located. Inquire them to think: how does one acquire goods to make that product?  Next, pose a question: Is it okay for one business to own all the products in a market or should there be many? Why? (i.e.- Apple owns the only cell phone; Gucci owns the only handbags, etc…)  This is where the word monopoly should be introduced.  Introduce the “I Can” statement for this part of the unit and explain to the students that in order to become the industrial leader we are today, we needed to start somewhere. Pose the question to students: How and where do we get the resources to rebuild after the Civil War?  Next, have students break into groups of three and complete a [jigsaw activity](https://www.jigsaw.org/) by assigning each group one of the resources listed at right and have them use that source to answer the following questions.   1. How did land grants and subsidies allow for business to expand West? 2. What does “laissez-faire” mean andhow does this affect the relationship between big business and the government? 3. How did the building of the Transcontinental Railroad impact industry? What does the United States get from the West that aids industry?   Have students share their findings with the class.  After groups are done discussing, have students answer the overarching question together with their groups or as an exit-ticket individually: “Why was business able to grow and thrive during this time period? Do you think workers will be treated well during this time? Give examples in your reasoning.” Each group should be given time to answer. Again, questioning can be changed to meet individual teacher needs. | The opening discussion serves many purposes for the beginning of this unit. First, it shows that people need more than just money to start a business. Second, it engages the students in an easy way and allows the teacher to focus on the specifics that the unit will go into. Third, this discussion activates students’ thinking and allows the teacher to explain the four factors of production (land, labor, capital, entrepreneurship) before starting the unit. It also allows the teacher to talk about inventions and how much they have helped shape life today and in the past. (i.e.- telegraph lines, farming equipment, etc…)  The teacher could also use this resource to help students think about the meaning and impacts of capitalism:  [Capitalism Reading](https://www.softschools.com/facts/social_studies/capitalism_facts/2844/)  By allowing students to think about the post-Civil War time period, it should naturally draw them to Westward expansion and gold. Traditional lecture and questioning could work here as well as a basic reading on capitalism from the textbook.  The jigsaw can be differentiated for students by offering more or less specific questions and altering time constraints. Groups could also be based on individual strengths of students.  Resources for the questions:  [Land Grants - Library of Congress](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/grants.html)  [What is Laissez-Faire? - Investopedia](https://www.investopedia.com/terms/l/laissezfaire.asp)  [Rise of Industrial Capitalism Video - Khan Academy](https://www.khanacademy.org/humanities/ap-us-history/period-6/apush-the-rise-of-industrial-capitalism-lesson/v/the-rise-of-industrial-capitalism-ap-us-history-khan-academy)  [Transcontinental Railroad - History.com](https://www.history.com/topics/inventions/transcontinental-railroad)  [Transcontinental Railroad - Social Studies For Kids](https://www.socialstudiesforkids.com/articles/ushistory/transcontinentalrailroad.htm)  This lesson could be done using a variety of methods:   * A Google Slides to create a presentation of their material to the class. * Students could create a poster of the information they learned and hang it on the walls to keep it there as the days progress as a reminder. * Students could use the textbook as a resource to get the answers to those questions and share in front of the class or in their small group. * Students could answer questions and find/create memes about the building of industry and how it changed the country for better or worse (depending on opinion) |
| **I Can Statement #2: I can explain the push and pull factors causing mass immigration/migration during this time period and the changes created within America as a result. (3.CX)** | |
| Teachers should start this lesson with a discussion question: “Why do people move?”  The teacher should then provide a chart that says “Push” and “Pull” and give students time to answer the following questions:   * Why do people leave their homes? (Push Factor) * Why do people come to a new place? (Pull Factor)   After the brief discussion, introduce the “I can” statement. Then have students read this [secondary source](https://www.ushistory.org/Us/38c.asp) about immigration and answer the following questions. It is the teacher's discretion how they would like to format this.   * Who were the “old immigrants”? * Who were the “new immigrants”? * How did “new immigrants” differ from the old immigrants? * What happened to American cities as a result of these immigrants? * What is “nativism”? * What group was limited in entry and what was the act called?   As a class, discuss this picture of the [Chinese Exclusion Act](https://www.history.com/topics/immigration/chinese-exclusion-act-1882) and have students hypothesize about what the term “Nativism” means. The teacher should give the proper definition of [“Nativism”](https://www.merriam-webster.com/dictionary/nativism) and proceed to ask students if anything else similar to this has happened in American history and in what context. Allow time for a discussion and show the class primary source political cartoons from the Era about nativism. Students should be writing down what they see during this activity in a graphic organizer. The teacher should be facilitating the discussion of these three primary source materials and explaining them to ensure students can analyze political cartoons.   * [Chinese Exclusion Act](https://www.britannica.com/topic/Chinese-Exclusion-Act#/media/1/112517/242318) - Encyclopedia Britannica * ["The Chinese Question"](https://www.britannica.com/topic/Chinese-Exclusion-Act#/media/1/112517/242321) - Encyclopedia Britannica * ["The American Wall"](https://www.loc.gov/item/2006681433) - Library of Congress   Next, the students will analyze primary sources and answer the following questions todiscuss the impacts of urbanization with a partner. The students should lead discussion on how the living conditions were during this time. Students should be organizing the questions through the use of a graphic organizer for each primary source viewed. These example discussion questions will be answered for each of the primary sources:   * What were living conditions like? * How did families live? * What were working conditions like? (predicting) * How could these problems be fixed? * What was the cause of these issues?   The primary sources to be used in this activity are listed below:   * [A scene in the ghetto, Hester Street](https://www.loc.gov/resource/pan.6a12044/) - Library of Congress * [Making Neckties](https://www.icp.org/browse/archive/objects/making-neckties-division-st) - International Center of Photography * [Under the dump](https://www.icp.org/browse/archive/objects/under-the-dump-rivington-st) - International Center of Photography * [Lodgers in a Crowded Bayard Street Tenement](https://www.icp.org/browse/archive/objects/lodgers-in-a-crowded-bayard-street-tenement-five-cents-a-spot) - International Center of Photography * [A Mulberry Bend Alley](https://www.icp.org/browse/archive/objects/a-mulberry-bend-alley) - International Center of Photography   Finally, in response to the “I can” statement, have students create either a drawing, political cartoon, or collage to show the causes and consequences of mass immigration and movement to the cities. | A primary source of immigration through Ellis Island or Angel Island that documents an immigrant's story could be on the projector as well if the teacher would rather start a discussion that way as students walk in.  The [Ellis Island Virtual Tour on Scholastic](http://teacher.scholastic.com/activities/immigration/tour/) is also a good resource to use to show students what it was like travelling during this time.  A good resource to use to show the immigration flow can be found [here](https://www.youtube.com/watch?v=Fe79i1mu-mc&t=2s).  Being able to interpret primary sources is a very important skill for students, especially [political cartoons](https://www.loc.gov) (Library of Congress) that are prevalent on many exams.  This is an overview of analyzing primary sources if needed:  [How to analyze a primary source](https://www.carleton.edu/history/resources/history-study-guides/primary/) - Carleton College |
| **I Can Statement #3: I can assess the continuities and change in the society of the West as diverse groups settled there between 1862-1924. (3.CC)** | |
| This lesson builds on activating prior knowledge from lesson #1 above. Start by showing students a primary source of [“Cheap Lands for Sale”](https://www.loc.gov/resource/rbpe.13401300/) and ask students to come up with reasons as to why they might go West.   * What opportunities are there? * How much would it cost? * Would it be beneficial to move your family across the country? * What are some reasons that you would have to move?   After having a discussion about the questions above, ask students   * If land was given to you for free, would you move? Why or Why Not?   The teacher can have students answer with a partner or create a discussion board on a virtual platform and give students a few minutes to answer the prompt.  Next, the teacher should provide the following reading to the class with the questions to explore the [Homestead Act](https://teachinghistory.org/sites/default/files/2018-08/adapting_documents-homestead_act.pdf) and how it got people West. This would be a good place to differentiate for higher students with the actual [Homestead Act](https://www.pbs.org/weta/thewest/resources/archives/five/homestd.htm). Give students time to complete the reading and have them review their answers to the questions above and see if they changed their answers.  This would also be a good time to see if students knew how people made it out west. A discussion on either the [Transcontinental Railroad](https://www.pbs.org/wgbh/americanexperience/features/tcrr-gallery/) or the [Oregon Trail](https://www.history.com/topics/westward-expansion/oregon-trail) along with primary sources can be used to help facilitate discussion.  Next, the teacher should ask students what people were moving West for the free land. An example prompt could be:   * Was it only Whites that moved West? * What groups wanted to move West and why?   Have students discuss the prompts as a group and then watch [The Exodusters](https://study.com/academy/lesson/exodusters-definition-lesson-quiz.html) from Study.com and then have them answer the following question in a student led discussion:   * Why did African-Americans move West? * Did they escape Jim Crow laws out West? * What do you think will happen to them as they move West?   As a culminating activity for this section, students should write a fictional journal article expressing why they moved West and what led them to their decisions. The teacher should use the prompts above to reinforce their knowledge of the specific acts of legislation and why people actually moved West. Students will create their own advertisements or TikToks/Fligrids on why moving West was a good idea using specific knowledge above. | For this part of the lesson, it is important that the teacher help facilitate discussion as this could take a lot of time and go in many directions. The teacher could choose another primary source that refers to lands available during this time.    The Transcontinental Railroad and the Oregon Trail resources for the links include additional activities for the teacher to explore inside the links.  Possible resources for the Exodusters:   * [PBS Reading](https://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm) * [Homestead Act and the Exodusters](https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/the-homestead-act-and-the-exodusters) * [Mr. Beat - The Exodusters](https://www.youtube.com/watch?v=YQ8181EU1f8) * [National Park Service- Exodusters](https://www.nps.gov/articles/exodusters.htm) * [Exoduster Primary Sources - DPLA](https://dp.la/primary-source-sets/exodusters-african-american-migration-to-the-great-plains) |
| **I Can Statement #4: I can trace the evolution of government policy towards Native Americans from the start of the Reservation System and the support for assimilation. (3.CC)** | |
| Have students begin by looking back over the history of the relationship between Native Americans and the American people by reading or viewing a secondary source.  Using that source, have students provide a summary through a timeline or a [headlines](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Headlines/Headlines_Routine.html) activity.  Introduce the “I can” statement and explain how the lesson will continue the story of Native American treatment by the American government.  Next, have students investigate how the government dealt with Native Americans during the late 1800s. The teacher should use a JigSaw style activity to have different students/groups examine different tribes or events. Questions for each group to consider during the JigSaw:   * Why did the US enact this policy? * How were tribes Native Americans treated during this time? * Did the United States protect the rights of Native Americans? Explain your answer. * How did these policies affect society? * Do you think these were wise policies? Explain.   Students should present their findings to the class through either a slideshow presentation or poster that includes images, a brief overview of the topic, and answers to the questions above.  Finally, have students create a political cartoon and explain how the Native Americans were treated during this time. Students should use the resources to create the cartoon and also give a 2-3 sentence explanation on their opinions. | Possible reading on the treatment of Native Americans through history:  [Native American Treatment](https://www.history.com/news/native-americans-genocide-united-states)  [Assimilation Policies](https://www.history.com/news/how-boarding-schools-tried-to-kill-the-indian-through-assimilation)  [National Museum of American Indians](https://americanindian.si.edu/education/codetalkers/html/chapter3.html)  Resources for jigsaw activity:  [Sioux Treaty - National Archives](https://www.archives.gov/education/lessons/sioux-treaty)  [The Dawes Act - Khan Academy](https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/the-dawes-act)  [Wounded Knee and Ghost Dances - Khan Academy](https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/ghost-dance-and-wounded-knee)  [The Carlisle School - TBS](https://www.youtube.com/watch?v=yfRHqWCz3Zw&t=531s)  [Reservation System- Khan Academy](https://www.khanacademy.org/humanities/us-history/the-gilded-age/american-west/a/the-reservation-system) |
| **Overarching activity: What is Wealth and How Can it Grow?** | |
| In this overarching activity, students will be using prior knowledge to explore how wealth grows and how it grew during the Gilded Age. This activity will also be beneficial for having students gain essential knowledge for the next unit which focuses on the labor aspect of the age.  Teachers should begin this lesson by brainstorming with students “What does wealth look like?”. Students should list the positives and the negatives such as:   * Greed * Rich vs Poor * Inequities * Living Conditions * Working Conditions * Treatment of Workers * Treatment of Marginalized Groups * How does wealth grow?   The teacher should facilitate this discussion by writing the student responses on the board. Students should be writing down the responses by using a graphic organizer (i.e. - a Web Diagram with “Wealth” in the middle).  After the discussion, on the back of the graphic organizer, students will analyze primary source political cartoons of wealth. Students will write 2-3 sentences about each of the political cartoons they analyze. The political cartoons students will individually examine are:   * [Robber Barons](http://www.eyewitnesstohistory.com/gildedagea.html) - Eyewitness To History * ["The Slave Market of Today" (1884)](https://www.loc.gov/resource/ppmsca.28281/) - Library of Congress * [The Bosses of the Senate](https://www.senate.gov/artandhistory/art/common/image/Ga_cartoon_38_00392.htm) - U.S. Senate (Senate.gov) * [Tracking the Growth of Railroads in the US (Map)](https://www.nationalgeographic.org/maps/tracking-growth-us/#railroads-built-in-the-late-1800s) - National Geographic   After analyzing the primary sources and completing the assignment above, students will create a journal entry (either digital or on paper) of what the accumulation of wealth was doing to the country. Students should give their opinion, citing facts from previous lessons, to answer the guiding question “What does Wealth look like”? This should include answers to the following questions:   * Is wealth good? * How does wealth grow? * What are the effects (positive and negative) of wealth? * Is wealth fair? Why or why not? * Does the growth of wealth impact everyone? How?   This activity should be 5-7 sentences in length and should be collected with the primary source analysis/graphic organizer above for the culminating assignment. | This final activity left to the teachers discretion as to how detailed they would like to go into showing the development of wealth and the effects it has on the country.  This will be a quick review to show that only specific people will be earning money and the teacher should ask students if it was right how people earned their money and how they treated others.  The political cartoon analysis is in lesson #2 above if students or teachers need to reference it.  This journal entry is more of a written response to get students to think analytically and critically. Opinions of students will vary on the fairness of wealth. It is important to ensure students respect each other’s opinions on topics involving wealth. |

**References**

**Additional Resources**

[Gilded Age Lesson](http://www.nea.org/tools/lessons/74982.htm) - NEA.org; National Education Association

[Library of Congress Homestead Act](https://www.loc.gov/rr/program/bib/ourdocs/homestead.html)- Library of Congress

[Homestead Act Archives](https://www.archives.gov/education/lessons/homestead-act) - National Archives

[Teaching Guide- Homestead Act](https://dp.la/primary-source-sets/the-homestead-acts/teaching-guide) - Digital Public Library of America