

Winslow Township School District
AP United States History
Unit 4: The Development of the Industrial United States (1865 - 1915)

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Overview: 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, cultural values, and created tensions between ethnic and social groups.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 4</p> <p><i>The Development of the Industrial United States (1865 - 1915)</i></p>	<ul style="list-style-type: none"> ● 6.1.12.Civics.DP.5.a ● 6.1.12.EconEM.5.a ● 6.1.12.GeoPP.5.a ● 6.1.12.GeoHE.5.a ● 6.1.12.EconEM.5.a ● 6.1.12.HistoryNM.5.a ● 6.1.12.HistoryNM.5.b ● 6.1.12.HistoryCC.5.a ● 6.1.12.HistoryUP.5.a ● 6.1.12.HistoryCA.5.a ● WIDA 1, 5 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify social, political, economic, and demographic changes in the Gilded Age ● Compare and contrast the differences and the motivations between Captains of Industry and Robber Barons ● Understand the events that brought about the birth of labor unions in America and defend their necessity during the Gilded Age. ● Analyze the working conditions that led to the Haymarket Affair, the Homestead Strike, the Pullman Strike, and the ● Triangle Shirtwaist Factory Fire. ● Understand how immigration trends 	<ul style="list-style-type: none"> ● How have new technologies and inventions changed our lives? ● Do workers have rights? ● How does immigration impact American society? ● What factors promote democracy? ● What factors are toxic for democracy? ● Why did the Progressive Era follow the Gilded Age? ● Were the Progressives successful in making the government more responsive to the will of the people? ● Was U.S. Imperialism different from manifest destiny, or a new phase of it? ● How did it impact the places the U.S.conquered?

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		<p>change in response to multiple push-and-pull factors.</p> <ul style="list-style-type: none">• Discuss the Supreme Court case ‘Plessy v. Ferguson, including the majority opinion and the lone dissent.• Explain how racist thinking ended the Reconstruction Era, initiated the beginning of Jim Crow, vitalized the South’s• Describe how sharecropping was like a new form of slavery for African-Americans and how the “Exoduster Movement” impacted migration during the last 1/4 of the 19th century.• Analyze and evaluate the long and short-term causes of the war with Spain and the creation of an imperial administration in new U.S. territories• Explain the significance of colonial holdings and the U.S. foreign policy attitude towards people in their territories• Analyze how economic, political, social, military, and religious factors	
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		<p>influenced United States imperialism</p> <ul style="list-style-type: none">● Analyze the major changes demanded by the Progressives in the political, economic and social systems of the United States at the city, state, and federal levels.● Describe how Theodore Roosevelt changed the nature of the presidency.	
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none">● Innovations in technology and business practices may impact the economic, social, and political lives of citizens.● Coordinated action by groups or individuals can effect change in social relationships, economic practices, and government policy.● Immigration transformed the United States socially, economically and politically.● Factors that were toxic to democracy during the Gilded Age include: plutocracy, penury, wage slavery, oligarchic corruption, and shrinking middle class.● After a Gilded Age of rising income inequality, where wealthy tycoons and corrupt political machines held near complete power over the government and society, Progressive Era leaders tried to return political and economic power to the people by expanding voting rights, exposing corruption, and passing antitrust laws to protect consumers.● As a result of Imperialism, the U.S. fought international wars and took control of Hawaii, the Philippines, Guam, Puerto Rico, and Cuba.● Beyond the nationalist goals of manifest destiny, U.S. Imperialism required a modern navy to control international waters and yellow journalism to influence public opinion.		

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4 The Development of the Industrial United States (1865 - 1915)	6.1.12.CivicsDP.5.a:	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	3	20
	6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	2	
	6.1.12.GeoPP.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.	3	
	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.	2	
	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.	2	
	6.1.12.HistoryNM.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.	2	
	6.1.12.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	2	
	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.	2	

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	6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	3	
	6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	2	
	Assessment, Re-teach and Extension		2	

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Unit 4 Grade 11 & 12	
Core Ideas	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities	6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems	6.1.12.GeoPP.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.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	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.
The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

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Multiple economic indicators are used to measure the health of an economy.	6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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.
Complex interacting factors influence people's perspective	6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past	6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

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Unit 4 Grade 11 & 12

Assessment Plan

- Multiple Choice Quizzes and Tests
- Essay and Short Answer Tests

Alternative Assessments:

- Essay- How did the powerful trusts develop in industries such as steel and oil, and what was their effect on the economy?
- Design a display for a Gilded Age Museum that features one of the emerging industries and its impact on people’s lives.
- Create a multi-media presentation on a Gilded Age industrialist that analyzes to what extent the individual was a “Captain of Industry” or a “Robber Baron.”
- Design pamphlets replicating ones distributed at Ellis Island to new arrivals in America.

Resources

- HMH American History 2018
- NJ Amistad Commission Interactive Curriculum
- NJ Commission on Holocaust Education
- Diversity, Equity & Inclusion Educational Resources.
<https://www.nj.gov/education/standards/dei/>

Activities

Amistad, The Rise of Labor Unions
http://www.njamistadcurriculum.net/history/unit/post-reconstruction/lesson_plan/4286/335

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

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9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.TL.4. Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:

- Listening Speaking
- Reading Writing
- Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.IC.3. Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.