

Course: MD United States History 2
Unit 1 - United States Becomes a Modern Nation

Year of Implementation: 2021-2022

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

New Jersey Student Learning Standards for Social Studies

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

6.1 U.S. History: America in the World: 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.

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact.

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.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

Transfer Goal: Students will be able to independently use their learning to apply the outcomes of reform movements in the late 19th century to the betterment of their lives today.

As aligned with LRHSD Long Term Learning Goal(s):

Maximize independence

Self-advocate in real life situations

Positively contribute to society

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

- people came to America in search of a better life.

EU 2

- as big business emerged in America unethical practices were commonly employed.

EU 3

- unions were created as a response to the oppressive working conditions in American factories.

EU 4

- progressive leaders worked for reform to make life better in the United States.

EU 1

- Why did people want to come to America?
- What events in European countries led to people immigrating to America?
- What was it like to be an immigrant in America?

EU 2

- What was industry like in the late 1800s?
- What are the effects of having one person or one business control an industry?

EU 3

- What was it like to be a factory worker in the late 1800s and early 1900s?
- How did labor unions impact the workplace?
- How can workers advocate for better working conditions?

EU 4

- How did the Progressive Movement impact American society?
- What was daily life like for Americans in the early 1900s?

Knowledge

Students will know . . .

EU 1

- immigrants faced various challenges when arriving in America. (6.1.12.B.5.b) (6.1.12.D.5.d)
- the cultural impact immigration had on American society. (6.1.12.D.5.d)
- factors that led to American immigration. (6.1.12.B.5.b) (6.1.12.D.5.d)

Skills

Students will be able to . . .

EU 1

- interpret political cartoons. (6.1.12.D.5.d)
- read and interpret a timeline. (6.1.12.D.5.d)
- interpret historical documents. (6.1.12.D.5.d)
- read and label a map. (6.1.12.D.5.d)

EU 2

- monopolies developed in the oil, coal, and railroad industries. (6.1.12.C.5.a)
- various negative outcomes monopolies have on economic opportunities. (6.1.12.C.5.a) (9.1.12.EG.3)
- competition and fair business practices benefit consumers. (6.1.12.C.5.a)

EU 3

- the unsafe working conditions in American factories during the late 1800s. (6.1.12.D.14.c)
- labor unions support workers rights. (6.1.12.D.14.c) (9.1.2.CAP.2)
- ways in which factory conditions were improved for workers. (6.1.12.D.14.c) (9.1.12.EG.3)

EU 4

- key figures of the progressive era. (6.1.12.A.6.a)
- muckrakers uncovered corruption. (6.1.12.A.6.a)
- how reforms improved American society. (6.1.12.A.6.a)
- why reform was necessary in society. (6.1.12.A.6.a)

EU 2

- interpret political cartoons. (6.1.12.C.5.a)
- compare and contrast graphic organizers. (6.1.12.C.5.a)
- recognize cause and effect relationships. (6.1.12.C.5.a)

EU 3

- interpret historical documents. (6.1.12.D.14.c)
- utilize various forms of media to obtain information. (6.1.12.D.14.c)
- recognize cause and effect relationships. (6.1.12.D.14.c)

EU 4

- compare and contrast using visual aides. (6.1.12.A.6.a)
- utilize various forms of media to obtain information. (6.1.12.A.6.a)
- interpret political cartoons. (6.1.12.A.6.a)

Stage Two - Assessment

Other Evidence:

- *Tests/Quizzes*
- *Timelines*
- *Observations*
- *Current Events*

- *Class Discussions*
- *Presentations*
- *Performance Assessments*
- *Videos*

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Create a venn diagram comparing and contrasting a progressive muckraker to a modern day reformer. (M) (EU 4)
- Identify and label on a map countries of origin for late 1800s immigration. (A) (EU 1)
- Write a letter to the administration addressing an issue facing the school community. (T) (EU 4)
- Create a timeline of major industrial advancements of the mid to late 1800s. (A, M) (EU 2)
- Summarize a current event of a modern day reformer. (M) (EU 3, 4)
- Create a google slide highlighting the achievement of progressive reformers. (M) (EU 2, 3, 4)
- Read letters from immigrants sent to their families. (M) (EU 1)
- Display a muckraking headline identifying an issue in need of reform. (M) (EU 2, 4)
- Create a journal entry from an Irish immigrant highlighting the struggles he or she faced in America. (M, T) (EU 1)
- Browse the newspaper to identify positive changes being made in the community. (M) (EU 4)
- View the [Theodore Roosevelt Brainpop Video](#) and answer the review questions. (A) (EU 2, 4)
- Brainstorm various changes that could benefit the school community. (A) (EU 4)