



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies US History

Unit title	<i>Unit 5: Expansion and Reform</i>	Unit duration (hours)	<i>12 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.

- a. Explain the effects of railroads on other industries, including steel and oil.
- b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.
- c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.
- d. Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.
- e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.

SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.

- a. Examine the construction of the transcontinental railroad including the use of immigrant labor.
- b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
- c. Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.

SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.

- a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- b. Examine and explain the roles of women in reform movements.

- c. Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP.
- d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.

- a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
- b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

Information Processing Skills:

- 1. compare similarities and differences
- 2. organize items chronologically
- 3. identify issues and/or problems and alternative solutions
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. identify and use primary and secondary sources
- 11. draw conclusions and make generalizations
- 17. interpret political cartoons

Map and Globe Skills:

- 7. use a map to explain impact of geography on historical and current events
- 8. draw conclusions and make generalizations based on information from maps
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Skills:

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

L11-12WHST1: Write arguments focused on discipline-specific content

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Factual—

State ways Jim Crow Laws in the American South impact social conflict in the United States.

What business practices by J.D. Rockefeller affected the development of the U.S. economy?

Conceptual—

How did the Muckrakers influence citizen and government responses to social problems?
How did the construction of railroads cause conflict with American Indians?
How did the production, distribution, and consumption of new technology affect society?

Debatable-

Why did international conflict change the United States' approach to Imperialism?
Why were immigrants to the United States from different regions of the world treated differently?
How did labor unions affect the development of the U.S. economy through intended and unintended consequences?

On-Level Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Unit 5 CFA

Summative Assessment(s):

Unit 5 Unit Exam

Honors Assessment Tasks

Formative Assessment(s):

Unit 5 CFA

Summative Assessment(s)

Unit 5 Unit Exam

On-Level Learning Experiences

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century	Imperialism Activities https://mrbeem.weebly.com/unit-5-imperialism.html	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.	<u>SSUSH11 Lab Activities</u> Students will work in small groups to investigate the connections between the rise of big business in the US and growth of labor unions, and technological advancements. Focus Question: How and why did perspectives vary on this question in the US between 1877 and 1900, and what were the consequences?	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
<u>Honors Learning Experiences</u>		
SSUSH11 Rise of Big Business	Rise of Big Business: Students will work in small groups and provide each group with a different technological innovation or industrial sector from the Gilded Age (eg. railroads, steel production, telegraph, oil industry). Students will research: <ul style="list-style-type: none"> ● The development of this technology or sector. ● Its impact on economic growth and industrial expansion ● The social, environmental, and economic effects on different social groups (workers, entrepreneurs, farmers, immigrants) ● How did this technology transform economic and social structures in the US? ● In what ways did industrialization create new challenges for labor and working conditions? ● How did technological advancements contribute to the growth of monopolies and large corporations? 	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
SSUSH12c Plains Indians	Debate: Students will be divided into two groups. Each group will research the impact of western expansion and explore how the Plains Indians resisted it. Based on their research, each group will identify the 10 strongest arguments either supporting or opposing the US government’s policies toward the Plains Indians. . <i>Debate Topic: Did the US Government politics toward the Plains Indians serve the best interests of the nation, or did they result in unjust outcomes for Native American</i>	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.

	<p><i>communities.</i></p> <p>Each side will present their arguments in the debate, using evidence to support their decision.</p>	
SSUSH13b Women in reform movement	<p>Short Reflection Activity: Students will select from one of the three questions below to write a short reflection.</p> <ul style="list-style-type: none"> • How did women’s involvement in reform movements such as abolition, temperance, and suffrage challenge traditional gender roles, and in what ways did it influence social and political change in the 19th and early 20th centuries? Provide specific examples of women leaders and the reforms they advocated. • Analyze how different social, economic, and racial backgrounds shaped the priorities and approaches of women in various reform movements. How did these factors lead to collaboration or conflict among women reformers? • Evaluate the long-term impact of women’s participation in reform movements on later feminist movements and social reforms. How did their efforts during the 19th and early 20th centuries lay the groundwork for figure gender equality initiatives. 	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.

Content Resources

<p><u>On-Level</u></p> <p>Unit 5a Industrial Era & Westward Expansion Packet with Readings, Questions and Ace Writing https://docs.google.com/document/d/1dE7-sRUOYgiTlrVXFFPjrVD-jlz31zthJrBfLVkCEkY/edit?usp=sharing</p> <p>Unit 5b Progressive Era & Imperialism Packet with Readings, Questions and ACE Writing https://docs.google.com/document/d/1Dw2dE9h-7fkspvJAEbjfe0tBu2Fs-gldsUS7LYeNDig/edit?usp=sharing</p> <p>5A Book Project https://docs.google.com/document/d/1eD3Y5DZHk02PMhSPNzu9WCW-Ftf_6vt3isRb2_k86R0/edit</p> <p>5B Book Project</p>	<p><u>Honors</u></p> <p>https://www.newamericanhistory.org/</p> <p>https://curriculum.newvisions.org/social-studies/resources/resource/cause-and-effects-in-dustrialization-1870-1910/</p> <p>https://www.youtube.com/watch?v=IYQhRCs9IHM</p> <p>https://drive.google.com/drive/u/0/folders/1x0M4V6XqYxEJGUSYUUC3drPfcX0wZcpX</p> <p>https://billofrightsintstitute.org/e-lessons/equality-and-the-supreme-court-a-primary-source-study-of-plessy-v-ferguson-and-brown-v-board-of-education</p> <p>Plessy v.Ferguson Resource</p> <p>High School U.S. History Progressive Era Content Module</p>
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https://docs.google.com/document/d/1Z3hBRKjubF-ypBKp_E6wEoTv_39_YazogIJsIXvJV6w/e/dit

Rise of Big Business and Progressives

[Industrial and Progressive Quick Notes](#)

[Industrial and Progressives Vocab](#)

[Industrial and Progressives Study Guide](#)

[Industrial Readings](#)

Western Expansion

[Western Expansion Readings](#)

[Western Expansion Questions](#)

American Imperialism

[American Imperialism Reading](#)

[American Imperialism Questions](#)

Men Who Built America (video clips w/ questions)

Savvas Realize.com (Textbook resources for Virtual classes)

SE pages:

- American Industry Grows, 376-378
- Innovation Drives Economic Development, 378- 381
- The Effects of Industrialization, 383-384
- Innovation Drives Economic Development, 378- 381
- The Growth of Labor Unions, 395-397
- Optimism and the Immigrant Experience, 402-403
- Mining and the Growth of Railroads, 438-440
- Settlers and American Indians Collide, 432-433
- Farmers Settle the Plains, 442-443

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| <ul style="list-style-type: none">● Struggle and Change Across the West, 445-446● The Impact of Muckrakers, 472-473● Progressive Goals, 471-472● Jane Addams Contributes to the Settlement● Expanding Opportunities for Women, 480-482● Minorities Face Challenges in the Progressive Era, 487-488● African Americans Promote Civil Rights, 488-489● The Progressive Era Begins, 470-472● Progressive Reforms Impact Government, 476- 477● Causes of the Spanish-American War, 512-514● American Forces Defeat the Spanish, 514-515● Effects of U.S. Expansionism in the Philippines, 517-519● American Expansionism in Latin America, 510 | |
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