



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*I&S US History through Film*

<b>Unit title</b>	<i>Unit 3: America Grows and Faces Change</i>	<b>Unit duration (hours)</b>	<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**

**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

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

- 1. compare similarities and differences
- 2. organize items chronologically
- 3. identify issues and/or problems and alternative solutions
- 4. distinguish between fact and opinion
- 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
- 7. interpret timelines, charts, and tables
- 8. identify social studies reference resources to use for a specific purpose
- 9. construct charts and tables
- 10. analyze artifacts
- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams
- 14. formulate appropriate research questions
- 15. determine adequacy and/or relevancy of information
- 16. check for consistency of information
- 17. interpret political cartoons

**Map and Globe Skills:**

- 4. compare and contrast the categories of natural, cultural, and political features found on maps
- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 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
- 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Literacy Skills:**

- L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2: 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.
- L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- L9-10RHSS4: 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.
- L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

- L9-10WHST1: Write arguments focused on discipline-specific content
- L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task,purpose, and audience
- L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research

**Essential Questions**

- What effects did railroads have on the steel and oil industries?
- How did the actions of John D. Rockefeller and Andrew Carnegie lead to the rise of trusts and monopolies?
- What influence did the telegraph, telephone, and electric light bulb have on American society?
- What was the purpose of Ellis and Angel Islands?
- From what regions did the “New Immigrants” at the turn of the century come from?

How did immigrants influence American economics, politics, and culture?  
 What led to the origins, growth, influence, and tactics of labor unions like the American Federation of Labor?  
 How are the rise of big business, the growth of labor unions, and technological innovations connected?

What role did immigrant labor play in the construction of the Transcontinental Railroad?  
 Why was completion of the Transcontinental Railroad significant?  
 How did the growth of the western population and innovations in farming and ranching impact the Plains Indians?  
 In what ways did the Plains Indians resist western expansion of the United States?  
 What were the consequences of their resistance?  
 How did westward expansion impact the Plains Indians and fulfill Manifest Destiny?

How did muckrakers influence awareness of and responses to social problems in the United States?  
 What roles did women have in reform movements?  
 What is the connection between Plessy v. Ferguson, the expansion of Jim Crow laws and the formation of the NAACP?  
 How do empowerment of the voter, labor laws, and the conservation movement represent progressive reforms?  
 How did efforts to reform American society and politics in the Progressive Era impact the nation?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s): Students will do a series of question which are attached to videos that are in the planner. They will also take a quiz based on the material from the unit.**

**Summative Assessment(s): Students will do an imperialism project that is tied to the unit and will show how America adopted manifest destiny.**

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and
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		ownership of the local school to review and approve per Board Policy IKB.
<b>SSUSH11</b> a, b, e	<a href="#">The Impact of Railroads and Key Inventions on U.S. Industries</a>	* Students can work in groups or individual learning. *Notes and graphic organizers *Students can go further with a debate
<b>SSUSH11</b> c	<a href="#">Inventions of the Industrial Age Stations Activity</a>	Activity reaches a multitude of learners. This could be printed out, or completed electronically.  Activity can be done in part or in whole for the individual student needs.
<b>SSUSH11</b> d	<a href="#">Ellis and Angel Island Activity</a>	Activity reaches a multitude of learners. This could be printed out, or completed electronically.  Activity can be done in part or in whole for the individual student needs.
<b>SSUSH12</b> a	<a href="#">Exploring the Construction and Importance of the Transcontinental Railroad</a>	Activity reaches a multitude of learners. This could be printed out, or completed electronically.  Activity can be done in part or in whole for the individual student needs.
<b>SSUSH12</b> b, c	<a href="#">Exploring Native American History through the film Dances with Wolves</a>	Activity reaches a multitude of learners. This could be printed out, or completed electronically.  Activity can be done in part or in whole for the individual student needs.
<b>SSUSH13</b> a	<a href="#">Video (DE) The Big Picture: The Muckrakers</a> Write the Mark Twain statement “The Gilded Age- shiny and prosperous on the outside, but rotten on the inside”. Make a T-chart with shiny and prosperous on one side and rotten- Use information from the video to complete	Grouping for Technique presentations via random or self-selected

	<p>the Chart with information from the video .</p> <p>Edsitement National Endowment for History <a href="#">Lesson 1: Upton Sinclair, Theodore Roosevelt, and Harvey W. Wiley</a></p> <p>Edsitement National Endowment for History <a href="#">Lesson 2. "Read All About It": Primary Source Reading in "Chronicling America"</a></p>	<p>Jigsaw technique</p> <p>Pre-teach academic vocabulary through flipped learning homework</p>
<b>SSUSH13 b</b>	<a href="#">Bad Romance Activity</a>	<p>Activity reaches a multitude of learners. This could be printed out, or completed electronically.</p> <p>Activity can be done in part or in whole for the individual student needs.</p>
<b>SSUSH13 c</b>	<a href="#">Plessy v. Ferguson Activity</a>	<p>Activity reaches a multitude of learners. This could be printed out, or completed electronically.</p> <p>Activity can be done in part or in whole for the individual student needs.</p>
<b>SSUSH13 d</b>	<a href="#">Progressive Legislative Actions: Empowerment of the Voter, Labor Laws, and the Conservation Movement</a>	<p>Activity reaches a multitude of learners. This could be printed out, or completed electronically.</p> <p>Activity can be done in part or in whole for the individual student needs.</p>

**Content Resources**

Teacher notes for U.S. History

<https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-United-States-History-Teacher-Notes.pdf>

Crash course Westward Expansion

<https://www.youtube.com/watch?v=Q16OZkgSXfM>

**Plessy v. Ferguson / Jim Crow Era Video**

<https://www.youtube.com/watch?v=SUNiuYJxfcY>